Continuous Performance Management (CPM)

Behavior-Based Goals Toolkit

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SAP SuccessFactors

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What's Inside
- Competencies Covered: **27 total**
- For Each Competency:
  - At least **2 Behavior-Based Goals**
  - Practical **Metric(s)**
  - A **5-Point Evaluation Scale** with clear guidance for evaluation
  - **Check-In Suggestions** built into every scale to support meaningful conversations

Why This Matters
This toolkit takes the guesswork out of behavior-based goals. With it, supervisors can:
- **Clarify what success looks like** with concrete, observable behaviors
- **Build trust** by keeping evaluations fair and transparent
- **Strengthen accountability** while keeping the focus on growth
- **Navigate tough conversations** with confidence and consistency

Use This Toolkit to Help You
Use this toolkit as a day-to-day guide to support your supervisory role:
- **Set Clear Expectations** – Use the sample goals as a foundation and tailor them if needed.
- **Track Key Examples** – Both employees and supervisors should record real examples that illustrate progress.
- **Review Together** – Discuss examples during quarterly (or more frequent) check-ins to reinforce progress and provide support.
- **Focus on Growth** – The scales are designed to show development, not just results. Celebrate steps forward as well as successes.
- **Address Urgency When Needed** – Some areas—such as confidentiality, safety, or professionalism—require immediate action if issues arise. The urgency notes will guide you on when not to wait for a quarterly review.

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How to Use this Toolkit

Building on the competencies in the SCS Talent Framework, this toolkit is designed to help you write better behavior-based goals—goals that are clear, measurable, and help your employees grow. The focus is behavior. Not personality. Not potential. Actual behavior that can be observed, tracked, and evaluated.

For each behavior-based competency, this toolkit includes:

- A **sample behavior-based goal** tied to a specific competency.

- A **metric** that shows how to measure progress—using simple, trackable examples.

- A **5-point rating Scale:** to help you evaluate performance fairly at the end of the year. Each scale also includes **suggestions** to help you focus your one-on-ones and discuss the goal and the employee's progress.

These examples are designed to address common performance challenges. If you're struggling with an employee who resists feedback, avoids accountability, or can't adapt to change—there's probably a goal in here that fits. Just copy it, adjust the language to fit your unit, and use it during performance planning.

Note: Most of the metrics have the discussion occurring quarterly. Quarterly is the MINIMUM that you should be meeting to review goals. Adjust this to meet your need and the importance of the goal. Most importantly, keep to whatever timeframe you choose. Postponing performance conversations tells the employee that these goals are not important to you, and if it's not important to you, it's not important for your employee.

And remember—these goals and metrics aren't just for planning. They're the foundation for fair, defensible **evaluation**. When it's time to rate performance, you'll already have clear expectations, examples, and tracking methods in place. No guesswork. No surprises. Just a more honest conversation about how the work got done.

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How to Choose Behavior-Based Goals

Step 1. Start with what's relevant
Think about which behaviors matter most for this employee's success right now. Goals should be tied to what makes the biggest impact. Start with behaviors that clearly need correction. If no corrections are needed, look for behaviors that could help the employee grow.

Step 2. Identify behaviors that need correction
Look for patterns that hold the employee back or disrupt the team. Ask questions such as:

- Does the employee need to change any behaviors to meet expectations?

- Are there recurring behavior patterns that hurt performance?

- Do their actions negatively affect teamwork, communication, or service?

- Do they fail to align with organizational values or standards?

- Has feedback from others raised behavior concerns?

- Has past feedback shown little improvement?

When the answer is yes, you've found a behavior worth addressing. These goals create accountability and ensure that disruptive behaviors are taken seriously.

Step 3. Identify opportunities for growth
If there aren't behaviors to correct, shift your focus to areas where the employee can develop. Consider questions like:

- Are there behaviors that, if strengthened, would improve performance?

- Would developing certain behaviors prepare the employee for future roles?

- Could stronger behaviors improve collaboration, leadership, or problem-solving?

- Has the employee expressed interest in building a particular skill or approach?

Growth-focused goals should stretch the employee and help them build skills that support both their current role and their long-term development.

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Assigning Weights to Behavior-Based Goals

If you are using SuccessFactors, you are required to weight each goal. Behavior goals require careful weighting to send the right message.

For corrective goals, the weight should make it clear that improvement is required but not turn one issue into the entire evaluation. A range of 10–20% usually strikes the right balance—enough to emphasize the seriousness without overshadowing other work.

For growth goals, the purpose is development, not penalty. Assign a smaller weight, typically 5–10%, so the employee is encouraged to stretch without having success or setbacks in that area overly affect their overall rating.

How to Evaluate Behavior-Based Goals

Step 1: Use the Scale as Your Anchor

If you selected a behavior from this toolkit, use the **5-point evaluation scale** included. This scale defines exactly what "Unsuccessful," "Needs Improvement," "Successful," "Exceeds Expectations," and "Exceptional" look like in observable terms.

- When you evaluate, **compare the employee's behavior to the scale descriptors.**

- Do not rely on impressions — ask: *Which level best matches the examples I have?*

Step 2: Bring Evidence to the Scale

Behavior can feel subjective unless you ground it in **key examples**. Throughout the year, collect specific moments where the employee demonstrated (or failed to demonstrate) the behavior. At evaluation:

- Use those examples to show how the employee's behavior aligns with the scale.

- If the scale says, "incorporates feedback consistently," your examples should demonstrate whether that happened.

Step 3: Apply the Goal's Purpose

Behavior-based goals fall into two categories, and the way you interpret the scale depends on which type it is:

Corrective Goals (must change)

- These address behaviors that are disruptive, harmful, or preventing success.

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- They are weighted more heavily during planning (usually **10–20%**), so the system automatically makes them a significant part of the evaluation.

- **Your role**: Evaluate whether the employee made the required improvement using the scale descriptors. For example, did they move from resisting feedback ("1") to applying it consistently ("3")?

Growth Goals (encouraged development)

- These help employees stretch, build confidence, or prepare for future roles.

- They are weighted more lightly (usually **5–10%**) so the evaluation reflects development without penalty if progress is slower.

- **Your role**: Evaluate progress on the scale. Did the employee occasionally demonstrate the new behavior ("2"), usually demonstrate it ("3"), or consistently show initiative with it ("4–5")?

Step 4: Keep the Conversation Focused

When you meet with the employee:

- **Reference the scale**: Be clear about which level you chose and why.

- **Point to examples**: Share the behaviors you observed that led to that rating.

- **Connect to improvement or growth**: For corrective goals, emphasize what must continue changing. For growth goals, highlight progress and next opportunities.

COMPETENCY LIST

ACCEPTING DIRECTION

The ability to be open and willing to follow guidance or instructions.

Goal 1:

Follow instructions and complete assigned tasks in a timely manner with minimal errors. If clarification is needed, proactively seek guidance before proceeding.

Metric:

Supervisors will log key examples of the employee following instructions on the first attempt, with minimal need for clarification, and instances where the employee proactively seeks clarification before starting tasks when needed. These examples will be reviewed and discussed during quarterly check-ins.

Sample Evaluation Scale:

5 = Exceptional:
The employee consistently accepts and acts on direction after being instructed once, with no need for follow-up, reminders, or redirection. They demonstrate a strong understanding of instructions and follow them independently, efficiently, and without errors. *During check-ins, the supervisor reinforces how this reliability supports team efficiency and explores ways the employee can model this strength for others.*

4 = Exceeds Expectations:
The employee usually accepts and acts on direction after being instructed once, with only occasional need for clarification or redirection. They typically follow guidance promptly and with minimal errors. *In discussions, the supervisor highlights examples of effective follow-through and encourages the employee to focus on consistency across all tasks.*

3 = Successful:
The employee generally accepts and acts on direction after being instructed once but may occasionally require follow-up or redirection to ensure tasks are completed as instructed. They can usually complete tasks effectively with minimal delays. *During check-ins, the supervisor reviews examples of when clarification was needed and works with the employee on strategies to strengthen independent follow-through.*

2 = Needs Improvement:
The employee often requires reminders or redirection to accept and act on direction. They struggle to follow instructions after being told once and need additional support to complete tasks effectively. *During check-ins, the supervisor addresses specific situations where directions were missed and works with the employee on approaches to confirm understanding before beginning tasks.*

1 = Unsuccessful:
The employee consistently fails to act on direction after being told once and requires frequent reminders,

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redirection, or clarification. They have significant difficulty following instructions and need substantial improvement in this area. *During check-ins, the supervisor clearly outlines concerns, reviews examples of missed instructions, and sets expectations for immediate change.*

Goal 2:

Demonstrate willingness to accept feedback from supervisor and incorporate it into future tasks to improve performance.

Metric:

Supervisor will log key examples where feedback has been applied and evaluate how the employee has demonstrated improvement in the quality or execution of tasks after receiving feedback. These examples will be reviewed during quarterly check-ins.

Sample Evaluation Scale:

5 = Exceptional:
The employee consistently accepts feedback in a positive manner, incorporates it immediately into their work, and demonstrates noticeable improvement in task quality or execution. Feedback is used proactively to enhance performance, and the employee seeks feedback regularly for self-improvement. *During check-ins, the supervisor discusses how the employee's proactive use of feedback has strengthened their work and explores additional ways to leverage this strength.*

4 = Exceeds Expectations:
The employee regularly accepts feedback positively and incorporates it into their work, with clear improvements in quality or execution. They show a strong willingness to learn from feedback and apply it effectively, though they may not always seek it proactively. *During check-ins, the supervisor highlights examples of effective application and encourages the employee to continue broadening how they use feedback to refine performance.*

3 = Successful:
The employee accepts feedback and incorporates it into their work, showing improvement in task quality or execution. Feedback is generally applied in subsequent tasks, though some feedback may not be fully integrated, or the improvement may be more incremental. *During check-ins, the supervisor and employee review examples of applied feedback and discuss how to build greater consistency across tasks.*

2 = Needs Improvement:
The employee is open to feedback but may struggle to fully incorporate it into their work, leading to slower or less consistent improvements. They may require additional guidance to fully apply feedback and improve

performance. *During check-ins, the supervisor reviews specific examples where feedback was only partially applied and discusses steps the employee can take to fully integrate it.*

1 = Unsuccessful:
The employee consistently resists or fails to apply feedback, resulting in little to no improvement in task quality or execution. They may need frequent reminders and additional support to integrate feedback effectively into their work. *During check-ins, the supervisor outlines concerns, reviews examples where feedback was ignored, and sets clear expectations for immediate change.*

ACTING DECISIVELY

The ability to make timely, confident decisions using sound reason.

Goal 1:

Demonstrate the ability to make independent decisions by seeking input from key individuals, when necessary, but committing to a clear course of action without over-seeking advice or second-guessing decisions.

Metric:

The employee will track key examples of making independent decisions after seeking input, when necessary, without over-seeking advice. They will log instances where they commit to a course of action and move forward decisively. Supervisors will review these examples during quarterly check-ins.

Sample Evaluation Scale:

5 = Exceptional:
The employee consistently makes independent decisions, seeking input only when necessary. They commit to a course of action without hesitation and demonstrate confidence in their decision-making. They track their decision-making examples accurately and thoroughly, showing a clear understanding of their decisiveness. The employee needs little to no follow-up or redirect. *During check-ins, the supervisor discusses how this decisiveness strengthens team performance and explores ways for the employee to model confident decision-making for others.*

4 = Exceeds Expectations:
The employee regularly makes independent decisions and seeks input only when needed. They commit to a clear course of action, with occasional follow-up required. Their self-tracking is accurate and reflective, showing a consistent ability to make effective decisions with minimal guidance. *During check-ins, the supervisor highlights strong examples of independent decisions and encourages continued focus on maintaining timely action with minimal support.*

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3 = Successful:

The employee typically makes decisions independently, seeking input when needed, but occasionally requires redirection or follow-up. They track their decision-making examples effectively, though some details may be missing or inconsistent. There is room for improvement in making more timely and confident decisions. *During check-ins, the supervisor and employee review examples together and discuss strategies for building greater confidence and consistency in decision-making.*

2 = Needs Improvement:

The employee often seeks excessive input and struggles to commit to a course of action without second-guessing. Their self-tracking is incomplete or lacks sufficient examples of decisiveness. Follow-up is frequently needed to ensure they can make and act on decisions independently. *During check-ins, the supervisor reviews missed opportunities for independent action and emphasizes the importance of reducing over-reliance on others when making routine decisions.*

1 = Unsuccessful:

The employee consistently struggles to make independent decisions and over-relies on others for input, leading to delays or indecision. Their self-tracking is insufficient or inaccurate, and they require significant support and redirection to make decisions and move forward. *During check-ins, the supervisor clearly outlines concerns, reviews examples of indecision, and sets expectations for immediate improvement in taking ownership of decisions.*

Goal 2:

Demonstrate the ability to act on decisions within the given timeframe, even in ambiguous situations, by using clear and consistent methods for decision-making, ensuring the decision is well-informed and aligned with team or organizational goals.

Metric:

The employee will track examples of decisions made within the given timeframe, noting the method used to evaluate options and the alignment with team or organizational goals. The supervisor will review these examples during quarterly check-ins to assess timeliness, decision quality, and consistency of approach.

Sample Evaluation Scale:

5 = Exceptional:

The employee consistently makes decisions quickly, using clear and consistent methods. They evaluate options thoroughly and act decisively within the given timeframe, ensuring the decision is well-informed and aligned with team or organizational goals. Minimal follow-up or redirection is needed. *During check-ins, the supervisor discusses how the employee's ability to make timely, well-informed decisions in complex situations supports organizational goals and identifies opportunities to apply this strength to broader initiatives.*

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4 = Exceeds Expectations:

The employee frequently makes decisions promptly, evaluating options effectively and committing to a course of action within the given timeframe. Decisions are well-informed and generally aligned with team or organizational goals, though some follow-up may be required for more complex situations. *During check-ins, the supervisor highlights examples of prompt and well-informed decisions and encourages the employee to continue refining decision methods for complex or ambiguous situations.*

3 = Successful:

The employee generally makes decisions within the given timeframe but may occasionally struggle with second-guessing or delays. They evaluate options and make decisions that are usually aligned with goals, though occasional follow-up may be necessary to ensure alignment or clarity. *During check-ins, the supervisor and employee review examples of timely decisions and discuss strategies to reduce second-guessing and strengthen alignment with organizational goals.*

2 = Needs Improvement:

The employee frequently delays decisions and struggles with evaluating options. Decisions may be rushed, poorly evaluated, or misaligned with goals, requiring follow-up or redirection to correct. Improvement in decision-making speed, confidence, and alignment is needed. *During check-ins, the supervisor reviews specific delays or misaligned decisions and emphasizes the importance of applying consistent methods to improve timeliness and accuracy.*

1 = Unsuccessful:

The employee consistently delays decisions and struggles to evaluate options effectively. Their decisions are often poor, misaligned with team or organizational goals, and require significant follow-up or intervention to rectify. Substantial improvement in decision-making is necessary. *During check-ins, the supervisor clearly outlines concerns about poor or delayed decisions, reviews documented examples and sets expectations for immediate improvement in decision-making speed and alignment.*

ACTING WITH ETHICS AND INTEGRITY

The ability to make choices that reflect ethical standards, integrity and honesty, regardless of circumstances or personal benefit.

Goal 1:

Safeguard confidential information by following applicable policies and procedures, ensuring that sensitive data is never shared inappropriately, and consistently demonstrating professional discretion in all work-related interactions.

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Metric:

The supervisor tracks key examples of how the employee handles confidential information and maintains professional discretion in work-related interactions. Any lapses in confidentiality are addressed immediately at the time they occur. These examples and follow-up actions are reviewed during quarterly check-ins to assess alignment with confidentiality policies and expectations for ethical behavior.

Sample Evaluation Scale:

5 = Exceptional
The employee consistently safeguards confidential information across all interactions, even in high-pressure or ambiguous situations. Supervisor-documented examples show proactive consideration of confidentiality and ethical standards. No breaches occur, and the employee reinforces confidentiality norms with others. *During check-ins, the supervisor discusses how the employee's proactive approach to confidentiality strengthens organizational trust and explores opportunities for the employee to model these standards for others.*

4 = Exceeds Expectations
The employee regularly demonstrates ethical behavior by maintaining confidentiality in most situations and shows sound judgment when questions arise. Supervisor-documented examples show consistent adherence to confidentiality expectations with only minor clarifications needed. *During check-ins, the supervisor highlights examples of sound judgment and encourages the employee to continue reinforcing confidentiality in complex or uncertain situations.*

3 = Successful
The employee meets expectations by handling confidential information appropriately and refraining from disclosure in all standard situations. Supervisor-documented examples confirm that confidentiality has been maintained with no significant issues. *During check-ins, the supervisor and employee review examples of appropriate handling of sensitive information and discuss maintaining this consistency across all interactions.*

2 = Needs Improvement
The employee inconsistently maintains confidentiality, requiring reminders or guidance. Supervisor-documented examples show lapses in discretion or poor judgment in handling sensitive information. *The supervisor addresses lapses in discretion immediately when they occur and uses check-ins to review progress and reinforce expectations for consistent application of confidentiality policies.*

1 = Unsuccessful
The employee repeatedly discloses or mishandles confidential information, violating trust and ethical expectations. Supervisor-documented examples show clear disregard for confidentiality requirements, even after feedback. *The supervisor intervenes right away to address repeated confidentiality breaches and uses check-ins to document ongoing concerns and set firm expectations for immediate correction.*

Goal 2:

Demonstrate integrity and honesty in all work interactions by providing accurate information, being truthful in communications, and aligning actions with the ethical expectations of public service.

Metric:

The supervisor will track key examples of the employee providing accurate and honest information in work interactions, especially when the truth may be uncomfortable or inconvenient. Any omissions or misrepresentations are addressed immediately at the time they occur. These examples and follow-up actions are reviewed during quarterly check-ins to assess alignment with the ethical expectations of public service.

Scale:

5 = Exceptional
The employee consistently provides accurate, complete, and honest information, even in situations when doing so may be difficult or unpopular. They demonstrate a strong commitment to ethical transparency, and the supervisor can cite multiple examples where the employee's integrity upheld the trust of others or safeguarded ethical standards. *During check-ins, the supervisor discusses examples of the employee's honesty in challenging situations and explores how their commitment to transparency strengthens trust and public service values.*

4 = Exceeds Expectations
The employee regularly communicates with honesty and integrity, even when it may be inconvenient. The supervisor can identify several examples throughout the year where the employee proactively ensured their communication was truthful and aligned with public service values. *During check-ins, the supervisor highlights examples of truthful communication in inconvenient circumstances and encourages the employee to continue reinforcing integrity as part of daily practice.*

3 = Successful
The employee generally provides accurate and honest information and does not intentionally withhold or distort the truth. At least one example per quarter demonstrates behavior aligned with integrity and ethical responsibility. *During check-ins, the supervisor reviews examples of honest communication and discusses how the employee can maintain this consistency in more complex or high-pressure situations.*

2 = Needs Improvement
The employee occasionally withholds or presents incomplete information, especially when facing difficult conversations or potential consequences. Few examples are available to show consistent integrity in communication. Additional guidance or oversight may be needed*. The supervisor addresses omissions or incomplete information immediately when they occur and uses check-ins to review patterns and reinforce the expectation of full honesty in all work interactions.*

1 = Unsuccessful
The employee frequently fails to provide honest or accurate information, whether through omission or

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distortion. Their behavior undermines trust and accountability and demonstrates a disregard for ethical expectations. *The supervisor intervenes promptly to address failures in honesty or accuracy and uses check-ins to document concerns, review specific examples, and set firm expectations for alignment with ethical standards.*

ADAPTING TO CHANGE

The ability to demonstrate flexibility in thoughts, behaviors, and actions in response to evolving circumstances or unexpected change.

Goal 1:

Consistently demonstrate the ability to stay calm and focused when faced with change. The employee should manage their reactions effectively, adjust their strategies as needed, and show ongoing progress in responding to change with minimal disruption.

Metric:

The supervisor will document instances where the employee effectively manages their reactions during changes, demonstrating flexibility and adjusting their approach with minimal disruption. These examples will be reviewed during quarterly check-ins to evaluate the employee's ability to handle change consistently and with composure.

Sample Evaluation Scale:

5 = Exceptional:
The employee consistently responds to change with composure and flexibility, quickly adjusting strategies and behaviors to align with new circumstances. They maintain a positive attitude and help others adjust, demonstrating excellent adaptability and resilience in changing environments. *During check-ins, the supervisor discusses how the employee's composure and flexibility during change have strengthened team stability and explores ways they can continue modeling adaptability for others.*

4 = Exceeds Expectations:
The employee frequently adapts to change with minimal disruption, adjusting their strategies and behaviors as needed. They remain calm under pressure, though there may be occasional minor delays in adjustment. They contribute positively to change efforts and maintain focus during transitions. *During check-ins, the supervisor highlights examples of effective adjustment during transitions and encourages the employee to continue building on their ability to maintain focus with minimal disruption.*

3 = Successful:
The employee generally adapts to change, though occasionally struggles with initial reactions or requires some

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time to adjust. They make necessary changes to strategies and behaviors but may need some follow-up to ensure full alignment with new circumstances. *During check-ins, the supervisor and employee review examples of change situations where adaptation was effective and discuss strategies to shorten adjustment periods or strengthen initial responses.*

2 = Needs Improvement:
The employee often has difficulty adapting to change, showing resistance or taking longer than expected to adjust. They may struggle with maintaining composure or managing their reactions, requiring support and guidance to navigate changing situations effectively. *During check-ins, the supervisor reviews specific situations where the employee struggled with composure or resisted change and emphasizes approaches to manage reactions more constructively.*

1 = Unsuccessful:
The employee consistently resists change and has significant difficulty adjusting to new circumstances. Their reactions are often disruptive, and they struggle to adapt their behaviors or strategies without frequent support and redirection. *During check-ins, the supervisor clearly outlines concerns about disruptive reactions to change, reviews examples, and sets expectations for immediate improvement in adaptability and focus.*

Goal 2:

Increase flexibility by actively participating in change processes, which includes minimizing complaints about change, offering constructive feedback, and consistently adjusting to new ways of working to reduce delays and disruptions.

Metric:

The supervisor will track examples of the employee engaging in change processes and adapting to new ways of working, without complaints or resistance. These examples will be reviewed during quarterly check-ins to evaluate how the employee embraces change initiatives.

Sample Evaluation Scale:

5 = Exceptional:
The employee consistently participates in change processes with enthusiasm and a positive attitude. They actively adjust to new ways of working, offering constructive feedback and helping others embrace change. They demonstrate a strong commitment to change initiatives with minimal disruption. *During check-ins, the supervisor discusses how the employee's enthusiastic participation and constructive feedback have supported smoother transitions and explores opportunities for them to continue modeling flexibility for others.*

4 = Exceeds Expectations:
The employee frequently participates in change processes and adjusts to new ways of working with minimal

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resistance. They maintain a positive attitude and engage with change initiatives, though occasional follow-up may be needed to ensure full participation. *During check-ins, the supervisor highlights examples of positive engagement in change initiatives and encourages the employee to maintain consistency in adapting quickly with minimal resistance.*

3 = Successful:

The employee generally participates in change processes and adapts to new ways of working, though they may occasionally express complaints or show hesitation. They generally engage with change initiatives but may need reminders to fully embrace new approaches. *During check-ins, the supervisor and employee review situations where hesitation or complaints arose and discuss ways to strengthen constructive participation and fully embrace new approaches.*

2 = Needs Improvement:

The employee occasionally resists or complains about changes and struggles to adapt to new ways of working. They require additional support and encouragement to engage with change initiatives and reduce disruptions. *During check-ins, the supervisor reviews examples of resistance or complaints and emphasizes the importance of reducing disruptions by engaging more positively in change processes.*

1 = Unsuccessful:

The employee consistently complains about or resists change and has significant difficulty adapting to new ways of working. They require frequent redirection and support to engage with change processes and reduce disruptions. *During check-ins, the supervisor clearly outlines concerns about frequent resistance, reviews examples of disruptive reactions, and sets expectations for immediate improvement in adapting to new ways of working.*

BUILDING AND SUPPORTING TEAMS

The ability to combine one's actions and efforts with others to work toward achieving a common goal.

Goal 1:

Contribute positively to team efforts by participating in group activities, supporting shared objectives, and consistently acting in the best interest of the team rather than undermining collaboration or morale.

Metric:

The supervisor tracks key examples of the employee's participation in team efforts, including instances of collaboration, support, or constructive contribution. Any behaviors that undermine collaboration or morale are addressed immediately when they occur. These examples and follow-up actions are reviewed during check-ins to assess progress toward consistent team engagement and alignment with shared objectives.

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Sample Evaluation Scale:

5 = Exceptional

The employee consistently contributes positively to team efforts. They actively participate in group activities, support shared objectives, and reliably act in the team's best interest. They strengthen collaboration and morale through proactive, constructive engagement. *During check-ins, the supervisor discusses how the employee's proactive engagement has strengthened collaboration and morale and explores opportunities for them to continue modeling strong teamwork behaviors.*

4 = Exceeds Expectations

The employee frequently participates in team activities and supports shared objectives. They generally act in the team's best interest and contribute to collaboration, with only minor follow-up occasionally required. *During check-ins, the supervisor highlights examples of meaningful team contributions and encourages the employee to maintain consistent participation across different projects or activities.*

3 = Successful

The employee participates in team efforts and supports objectives as expected. They usually act in the team's best interest and avoid undermining collaboration, though their contributions may be limited to what is required. *During check-ins, the supervisor and employee review examples of effective participation and discuss ways the employee could expand their contributions beyond the minimum required to further support team goals.*

2 = Needs Improvement

The employee inconsistently participates in team activities and may show reluctance to support shared objectives. At times, they act in ways that do not fully align with the team's best interest, which can hinder collaboration or morale. These behaviors require timely supervisor follow-up to limit disruption and reinforce expectations for constructive engagement. *During check-ins, the supervisor reviews these situations and emphasizes the importance of consistent, positive participation to strengthen collaboration and morale.*

1 = Unsuccessful

The employee rarely participates in team efforts and often resists or undermines shared objectives. They regularly act against the team's best interest, damaging collaboration and morale. The employee rarely participates in team efforts and often resists or undermines shared objectives. They regularly act against the team's best interest, damaging collaboration and morale. These behaviors require immediate supervisor intervention to address the impact on the team and set clear expectations for improvement. *During check-ins, the supervisor clearly outlines concerns about the disruptive behavior, reviews specific examples, and reiterates expectations for immediate change.*

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Goal 2:

Actively support team success by sharing relevant institutional or personal knowledge when appropriate, contributing to a culture of collaboration and mutual growth, rather than withholding information that could benefit others.

Metric:

The supervisor will track key examples of the employee sharing institutional or personal knowledge in ways that support coworkers, improve team processes, or contribute to problem-solving. Any instances where knowledge is withheld in ways that disrupt collaboration, cause delays, or undermine team effectiveness will be addressed immediately. These examples and follow-up actions are then reviewed during check-ins to assess how the employee contributes to collective team knowledge

Sample Evaluation Scale:

5 = Exceptional

The employee consistently and proactively shares institutional and personal knowledge in ways that significantly enhance team performance. They volunteer insights, offer helpful context without being prompted, and are frequently sought out by others for guidance or clarity. Their contributions improve team operations, collaboration, and problem-solving. *During check-ins, the supervisor discusses how the employee's proactive knowledge-sharing has strengthened team performance and explores ways they can continue modeling this collaborative behavior.*

4 = Exceeds Expectations

The employee regularly shares helpful knowledge with team members and contributes insight that improves collaboration or efficiency. They demonstrate a clear willingness to support others by making relevant information accessible, even if not directly asked. *During check-ins, the supervisor highlights examples of knowledge-sharing that improved collaboration or efficiency and encourages the employee to maintain this consistency across different team contexts.*

3 = Successful

The employee shares relevant knowledge when asked and supports coworkers as needed. They do not withhold useful information and contribute to team knowledge-sharing without resistance or delay. *During check-ins, the supervisor and employee review examples of effective knowledge-sharing when prompted and discuss opportunities to expand these contributions without waiting to be asked.*

2 = Needs Improvement

The employee inconsistently shares knowledge or does so only when prompted. They may withhold helpful information, resist requests, or fail to recognize the value of sharing expertise, which can hinder team effectiveness. These situations require timely supervisor follow-up to prevent delays or breakdowns in collaboration. *During check-ins, the supervisor reviews these examples and emphasizes the importance of proactive knowledge-sharing to strengthen team performance.*

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1 = Unsuccessful

The employee actively withholds knowledge, refuses to support others, or undermines efforts to build team understanding. Their behavior negatively impacts team performance and collaboration. These behaviors require immediate supervisor intervention to address the impact on the team and set clear expectations for improvement. *During check-ins, the supervisor outlines concerns, reviews documented examples, and reinforces the expectation of consistent, transparent knowledge-sharing to support collective success.*

BUILDING TRUST

The ability to create a safe and supportive environment where others feel comfortable speaking up, sharing ideas, and acknowledging mistakes.

Goal 1:

Build trust by sharing relevant information, taking responsibility for your work, and acknowledging mistakes, contributing to an environment where transparency and accountability support team collaboration and informed decision-making.

Metric:

The employee documents examples of sharing work updates, owning mistakes, or communicating proactively. The supervisor reviews these examples quarterly, adding their own observations to assess the employee's role in building trust.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently shares detailed, meaningful examples of transparency, accountability, or proactive communication. Supervisor observations confirm alignment with team values and trust-building behavior. The employee demonstrates leadership in fostering open communication and is often looked to as a model of trustworthiness. *During check-ins, the supervisor discusses how the employee's proactive transparency and accountability have strengthened team trust and explores ways they can continue modeling these behaviors for others.*

4 = Exceeds Expectations

The employee regularly provides examples that reflect ownership of work and proactive communication. Supervisor observations confirm that these examples are accurate and represent strong growth in trust-building behaviors. Occasionally supports others in improving transparency. *During check-ins, the supervisor highlights examples of ownership and proactive communication and encourages the employee to continue reinforcing openness across the team.*

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3 = Successful

The employee shares relevant examples at quarterly check-ins and demonstrates a basic level of transparency and accountability. Supervisor observations generally align with the examples provided. Trust-building behavior is consistent but not proactive or widely visible. *During check-ins, the supervisor and employee review examples of transparency and accountability and discuss opportunities to expand these behaviors so they are more proactive and visible.*

2 = Needs Improvement

The employee's examples are limited, vague, or inconsistent. Supervisor observations suggest gaps between what is reported and what is observed. Communication is often reactive rather than proactive, and trust may be impacted by lack of clarity or accountability. *During check-ins, the supervisor reviews vague or inconsistent examples and emphasizes the importance of clearer, more proactive communication to build trust within the team.*

1 = Unsuccessful

The employee does not submit meaningful examples or avoids participating in the tracking process. Supervisor observations reflect ongoing issues with withholding information, failing to take responsibility, or breaking down trust through communication choices. *During check-ins, the supervisor clearly outlines concerns about withholding information or avoiding accountability, reviews examples of how this behavior damages trust, and sets expectations for immediate improvement in transparency.*

Goal 2:

Encourage open communication by actively inviting input, listening without judgment, and responding to concerns in ways that build trust and make others feel safe to speak up.

Metric:

The employee will reflect on situations where they invited input or responded supportively to concerns, noting key examples where they helped create space for open dialogue. The supervisor will also track observed examples of the employee fostering or discouraging open communication. These examples will be discussed during quarterly check-ins to assess progress in building trust and psychological safety on the team.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently creates space for open dialogue and regularly invites feedback or concerns from others without prompting. They provide detailed, thoughtful reflections and the supervisor confirms frequent, proactive efforts to build psychological safety. Both self-reported and observed examples show strong alignment with the goal. *During check-ins, the supervisor discusses how the employee's proactive efforts to*

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invite input and create safe dialogue have strengthened psychological safety and explores ways they can continue modeling this openness for others.

4 = Exceeds Expectations

The employee frequently encourages input and creates a supportive environment for others to speak up. They share meaningful examples during check-ins and the supervisor observes consistent efforts to reduce fear of judgment or consequences when concerns are raised. *During check-ins, the supervisor highlights examples of encouraging input and reducing fear of judgment and encourages the employee to maintain consistency in supporting open communication.*

3 = Successful

The employee meets expectations by encouraging open dialogue and treating others' ideas and concerns with respect. They provide at least one relevant example per quarter, and the supervisor observes improvement in their approach to supporting team communication. *During check-ins, the supervisor and employee review examples of respectful responses to concerns and discuss opportunities to increase frequency and visibility of these trust-building behaviors.*

2 = Needs Improvement

The employee occasionally makes room for dialogue but often misses opportunities to foster trust or support. They struggle to provide meaningful examples, and the supervisor observes limited or inconsistent behaviors that discourage openness or fail to reassure others. *During check-ins, the supervisor reviews situations where opportunities for open dialogue were missed and emphasizes the importance of actively supporting others to foster trust and safety.*

1 = Unsuccessful

The employee rarely or never demonstrates support for open communication. They do not encourage input and may respond negatively or dismissively to concerns. No credible examples are provided, and supervisor observations reflect a consistent pattern of discouraging dialogue. *During check-ins, the supervisor clearly outlines concerns about dismissive or discouraging responses, reviews observed examples and sets expectations for immediate improvement in creating space for open communication.*

COMMUNICATING EFFECTIVELY

The ability to convey information, ideas, and emotions using structured communication methods that promote understanding and engagement.

Note on Competency:

The following goals are written as behavior goals because they focus on *how* the employee communicates—listening, responding thoughtfully, using nonverbal cues appropriately, and ensuring clarity. These behaviors can be tracked through observed examples and provide a strong foundation for developmental conversations.

If the agency wants to emphasize specific, measurable outcomes—such as written communication quality, error rates in documentation, or clarity of instructions—it may be more effective to frame this as a performance goal tied to measurable outputs. For example:

- "Maintain an average of fewer than 2 errors per quarter in official reports, ensuring accuracy and clarity in written communication."

- "Achieve at least 90% positive ratings on post-training evaluations regarding clarity and effectiveness of communication."

Goal 1:

Communicate with clarity and intention by aligning verbal and nonverbal expression to the message, ensuring that communication is respectful, appropriate to the context, and promotes understanding.

Metric:

The supervisor tracks key examples of the employee's ability to communicate in a way that promotes understanding and engagement. These examples will be reviewed during quarterly check-ins to assess the employee's alignment of communication behaviors with the intended message and context.

Sample Evaluation Scale:

5 = Exceptional
The employee consistently communicates with clarity and purpose, aligning their verbal and nonverbal cues to reinforce meaning. Tracked examples show that tone, pacing, expression, and body language consistently enhance understanding, engagement, and connection—especially in complex or sensitive situations. *During check-ins, the supervisor discusses how the employee's clarity and alignment of verbal and nonverbal communication have strengthened understanding in complex situations and identifies opportunities to continue applying these strengths.*

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4 = Exceeds Expectations

The employee frequently aligns verbal and nonverbal communication in a way that supports message clarity and encourages engagement. Tracked examples show consistent awareness of how their delivery influences understanding. *During check-ins, the supervisor highlights examples of strong delivery and encourages the employee to maintain consistent awareness of how tone and expression support understanding.*

3 = Successful

The employee generally uses verbal and nonverbal communication effectively. Tracked examples show basic alignment between words and delivery, with occasional missteps that require clarification but do not significantly disrupt understanding. *During check-ins, the supervisor and employee review examples where communication was clear and discuss strategies to reduce occasional missteps that required clarification.*

2 = Needs Improvement

The employee's verbal and nonverbal communication sometimes conflict, causing confusion or disengagement. Tracked examples show noticeable issues with tone, body language, or other nonverbal elements that distract from the message. *During check-ins, the supervisor reviews examples where tone or body language conflicted with the message and emphasizes the importance of aligning delivery to avoid confusion or disengagement.*

1 = Unsuccessful

The employee regularly communicates in ways that undermine their message due to poor alignment between verbal and nonverbal cues. Tracked examples reveal ongoing issues that result in misunderstandings, disengagement, or damaged credibility. *During check-ins, the supervisor outlines concerns about repeated misalignment between words and nonverbal cues, reviews examples of misunderstandings, and sets expectations for immediate improvement in clarity and delivery.*

Goal 2:

Demonstrate effective communication by actively listening to others, acknowledging their perspectives, and responding in a thoughtful, respectful manner that supports mutual understanding and productive dialogue.

Metric:

The employee and supervisor will each track key examples of the employee listening actively, acknowledging others' perspectives, and responding thoughtfully during meetings, discussions, or written exchanges. These examples will be reviewed during quarterly check-ins to assess progress toward mutual understanding and productive dialogue.

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Sample Evaluation Scale:

5 = Exceptional

The employee consistently demonstrates active listening and thoughtful responses across a wide range of interactions. Both the employee and supervisor document numerous examples that reflect exceptional effort to understand others' perspectives and engage constructively. Feedback and interactions are regularly cited as respectful, clear, and impactful. *During check-ins, the supervisor discusses how the employee's consistent listening and respectful responses have deepened team dialogue and explores ways they can continue modeling constructive communication for others.*

4 = Exceeds Expectations

The employee frequently demonstrates active listening and thoughtful responses. Most tracked examples—by both the employee and supervisor—show positive and considerate engagement that fosters clear communication and mutual respect, with only rare, missed opportunities. *During check-ins, the supervisor highlights examples where the employee frequently engaged with care and respect, reinforcing how their communication helped resolve issues or move discussions forward.*

3 = Successful

The employee generally listens and responds appropriately, with the majority of tracked examples showing acknowledgment of others' perspectives and constructive engagement. There may be some instances where responses are brief or neutral, but overall communication remains respectful and clear. *During check-ins, the supervisor and employee review examples of clear and respectful communication and discuss strategies for making responses more consistently thoughtful and impactful.*

2 = Needs Improvement

The employee inconsistently demonstrates active listening or thoughtful responses. Tracked examples from the supervisor and/or employee reveal gaps in engagement—such as dismissiveness, rushed replies, or failure to address others' concerns—indicating a need for more deliberate effort in communication. *During check-ins, the supervisor reviews examples of dismissive or rushed responses and emphasizes the importance of deliberate listening and acknowledgment to strengthen productive dialogue.*

1 = Unsuccessful

The employee rarely listens actively or responds in a way that promotes understanding. Tracked examples reflect frequent dismissiveness, unacknowledged perspectives, or reactive behavior. These patterns create barriers to effective communication and diminish team dialogue. *During check-ins, the supervisor clearly outlines concerns about patterns of dismissiveness or reactive communication, reviews observed examples and sets expectations for immediate improvement in supporting mutual understanding.*

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DEMONSTRATING ACCOUNTABILITY

The ability to take ownership of actions, behaviors, performance, decisions, and outcomes.

Goal 1:

Demonstrate accountability by owning actions, communicating when issues arise, and following through on commitments without shifting blame.

Metric:

The employee and supervisor will both track key examples of the employee taking ownership of their actions, communicating when issues arise, and following through on commitments. These examples will be reviewed during quarterly check-ins to assess growth in personal accountability and reliability.

Sample Evaluation Scale:

5 = Exceptional
The employee consistently takes full ownership of their actions, decisions, and outcomes. They are proactive in acknowledging missteps and communicating challenges early, allowing for timely course correction. They regularly reflect on their performance, seek feedback, and take visible steps to improve. Their documentation and communication are timely, accurate, and show clear responsibility. *During check-ins, the supervisor discusses how the employee's proactive ownership and willingness to acknowledge missteps has strengthened team reliability and explores opportunities for them to continue modeling accountability.*

4 = Exceeds Expectations
The employee reliably takes ownership and communicates challenges in a timely manner. They occasionally go beyond expectations by offering solutions or seeking feedback without being asked. Employee and supervisor tracking show a pattern of accountability that exceeds the standard in several situations across the year. *During check-ins, the supervisor highlights examples where the employee not only took ownership but also offered solutions or sought feedback, reinforcing how these behaviors improved outcomes and reduced potential issues.*

3 = Successful
The employee meets expectations by taking responsibility for their actions and communicating when problems arise. They complete the required tracking with relevant examples, and supervisor tracking confirms consistent follow-through aligned with the goal. *During check-ins, the supervisor and employee review examples of consistent follow-through and discuss strategies for ensuring accountability remains steady under greater workload or pressure.*

2 = Needs Improvement
The employee's accountability is inconsistent. They may delay owning mistakes, fail to inform others when issues occur, or struggle to provide tracking examples. Supervisor tracking shows irregular follow-through or a pattern of avoiding responsibility that requires reminders or redirection. *During check-ins, the supervisor*

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reviews examples of delayed or inconsistent ownership and emphasizes the importance of timely communication and responsibility to prevent disruption.

1 = Unsuccessful

The employee routinely avoids accountability, with frequent failures to acknowledge mistakes or communicate issues. They do not complete the tracking or provide misleading or incomplete information. Supervisor tracking confirms a pattern of avoidance with little or no effort to improve. *During check-ins, the supervisor clearly outlines concerns about avoidance of responsibility, reviews documented examples of missed accountability and sets expectations for immediate improvement in taking ownership of actions and outcomes.*

Goal 2:

Demonstrate accountability by completing work that meets established quality standards and by incorporating feedback to improve.

Metric:

The employee will track examples of work submitted and note any adjustments made based on supervisor feedback. The supervisor will also track key examples of whether the employee's work met quality standards and how they responded to guidance. These examples will be reviewed during quarterly check-ins to assess accountability, improvement efforts, and the ability to meet expectations without requiring rework.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently produces work that meets or exceeds quality standards with minimal need for correction. They actively seek feedback, apply it constructively, and show initiative in refining their work. Tracking is thorough: the employee regularly documents examples of improvements and the supervisor's records show consistent, proactive accountability and growth. *During check-ins, the supervisor discusses how the employee's consistent quality work and proactive use of feedback have strengthened team performance and explores opportunities for them to continue refining their skills.*

4 = Exceeds Expectations

The employee often meets or slightly exceeds quality standards and shows a strong response to feedback. They demonstrate noticeable improvement over time. Tracking includes regular examples submitted by the employee and supervisor, showing responsiveness and effort to improve. *During check-ins, the supervisor highlights examples where the employee exceeded quality standards or improved notably through feedback, reinforcing how these efforts supported stronger results.*

3 = Successful

The employee delivers work that meets expectations and incorporates feedback when prompted. Tracking

shows a consistent but moderate level of engagement: the employee and supervisor maintain relevant examples of performance and course corrections throughout the year. *During check-ins, the supervisor and employee review examples of solid performance and discuss strategies for applying feedback more independently and consistently.*

2 = Needs Improvement
The employee's work periodically falls short of expectations and may require rework. They may be slow to apply feedback or do so inconsistently. Tracking is limited or shows gaps, with inconsistent follow-up from the employee and supervisor. *During check-ins, the supervisor reviews examples of work requiring rework or slow feedback application and emphasizes the importance of meeting standards reliably to reduce disruptions.*

1 = Unsuccessful
The employee frequently submits work below quality standards and resists feedback or fails to act on it. Tracking shows a pattern of poor accountability, with minimal or no documented examples of improvement despite guidance. *During check-ins, the supervisor clearly outlines concerns about repeated failure to meet quality standards, reviews documented examples of ignored feedback, and sets expectations for immediate improvement in accountability and performance.*

DEMONSTRATING APPRECIATION

The ability to express timely, specific, and sincere appreciation for others' actions, efforts, or qualities.

Goal 1:

Express timely, specific, and sincere appreciation for coworkers' contributions, qualities, or efforts in ways that strengthen working relationships and promote a positive team environment.

Metric:

The employee reflects on and tracks key examples of when appreciation was expressed to others. During quarterly check-ins, the supervisor and employee discuss these examples together to celebrate progress and identify ways to continue building the habit of timely, specific, and sincere appreciation.

Sample Evaluation Scale:

5 = Exceptional
The employee consistently tracks and shares meaningful examples of appreciation. Their recognition is timely, sincere, and specific, and it has a clear positive effect on team morale and collaboration. During check-ins, the employee reflects on how their actions have impacted others, and the supervisor confirms consistent follow-through. *During check-ins, the supervisor discusses how the employee's consistent, meaningful appreciation*

has strengthened morale and explores opportunities for them to continue fostering a positive team environment.

4 = Exceeds Expectations
The employee regularly expresses appreciation that is timely and specific. Their tracked examples show thoughtful effort and growing emotional intelligence. Supervisor check-ins confirm consistency and increasing comfort with the practice. *During check-ins, the supervisor highlights examples of timely, specific appreciation and encourages the employee to keep building confidence and consistency in recognizing contributions.*

3 = Successful
The employee provides one tracked example per month that meets expectations for timeliness and sincerity. Supervisor conversations confirm a good understanding of the goal and steady development of the behavior. *During check-ins, the supervisor and employee review examples of appreciation and discuss ways to expand beyond the minimum expectation to deepen the impact on team relationships.*

2 = Needs Improvement
The employee's examples are inconsistent or vague. They may meet the monthly target occasionally, but supervisor conversations reveal a lack of intention, delayed efforts, or a struggle to recognize opportunities for appreciation. *During check-ins, the supervisor reviews vague or inconsistent examples and emphasizes the importance of timely and intentional recognition to build stronger connections.*

1 = Unsuccessful
The employee rarely expresses appreciation, offers no tracked examples, or treats the practice as a checkbox task. Supervisor efforts to coach or prompt behavior change have had little or no impact. *During check-ins, the supervisor outlines concerns about the lack of meaningful appreciation, reviews examples where opportunities were missed, and sets expectations for immediate effort to demonstrate genuine recognition.*

Goal 2:

Contribute to a workplace culture of appreciation by recognizing team efforts and individual contributions in group settings, meetings, or communications at least once per quarter.

Metric:

The employee tracks examples of when they recognized team or individual contributions in group settings (such as meetings or shared communications). The supervisor helps reinforce the habit by discussing these examples during quarterly check-ins and offering encouragement and suggestions for keeping it meaningful and consistent.

Sample Evaluation Scale:

5 = Exceptional
The employee consistently recognizes others in a timely, sincere, and specific way across various settings (e.g.,

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team meetings, emails, conversations). They provide thoughtful examples of when and how they expressed appreciation, and they reflect on the impact of those moments. The supervisor's encouragement is no longer needed as this behavior is a consistent and valued part of their leadership approach. *During check-ins, the supervisor discusses how the employee's consistent recognition of others has become part of their leadership approach and explores opportunities to keep the practice fresh and meaningful.*

4 = Exceeds Expectations
The employee regularly acknowledges others' efforts with specific and sincere appreciation. Their tracked examples show a mix of informal and formal recognition. The supervisor occasionally offers suggestions or reminders, but the employee mostly takes initiative in recognizing others. *During check-ins, the supervisor highlights strong examples of specific recognition and encourages the employee to continue taking initiative in a variety of group settings.*

3 = Successful
The employee meets expectations by recognizing others with specific appreciation in appropriate situations. Tracked examples show consistency, though the approach may still be developing. The supervisor offers friendly guidance during check-ins to help build comfort and expand recognition efforts. *During check-ins, the supervisor and employee review examples of recognition and discuss ways to build confidence, broaden the settings, or make acknowledgments more impactful.*

2 = Needs Improvement
The employee inconsistently recognizes others or their appreciation lacks specificity or sincerity. They may struggle to identify opportunities or forget to acknowledge contributions altogether. The supervisor provides more frequent encouragement and reminders during check-ins to help build the habit. *During check-ins, the supervisor reviews vague or inconsistent examples and emphasizes the importance of timely, specific appreciation to strengthen morale and teamwork.*

1 = Unsuccessful
The employee rarely or never expresses appreciation. They do not provide examples or show progress in this area, even with supervisor support. The lack of recognition has a noticeable impact on morale or teamwork. *During check-ins, the supervisor outlines concerns about the lack of recognition, reviews the negative impact on team morale, and sets expectations for consistent progress in acknowledging contributions.*

DEMONSTRATING COURAGE

The ability to take purposeful action in the face of uncertainty, conflict, or resistance to advance important goals.

Goal 1:

Demonstrate courage by addressing difficult conversations and challenging situations directly and constructively. Take purposeful action even when uncomfortable, especially when their voice, feedback, or participation is needed to support team outcomes or resolve issues.

Metric:

The employee tracks key examples of situations where they initiated or engaged in difficult conversations or followed through on challenging tasks. The supervisor also tracks observed examples. Together, they discuss these examples in regular check-ins, focusing on what worked, where support might be helpful, and how the employee is growing in their ability to take purposeful action.

Sample Evaluation Scale:

5 = Exceptional
The employee consistently initiates difficult conversations and follows through on challenging tasks without delay, even when resistance or discomfort is present. They frequently reflect on these moments and bring thoughtful examples to check-ins, showing strong personal growth and a proactive mindset. Supervisor observations strongly align with the employee's examples. *During check-ins, the supervisor discusses how the employee's consistent follow-through in difficult situations has strengthened team outcomes and explores opportunities to continue applying this proactive approach.*

4 = Exceeds Expectations
The employee regularly demonstrates courage by engaging in challenging conversations or tasks, often without prompting. They bring examples to check-ins that show initiative and a growing sense of confidence. The supervisor observes consistent follow-through, with only minimal support needed. *During check-ins, the supervisor highlights examples of the employee's initiative in addressing challenging situations and encourages continued growth in confidence and independence.*

3 = Successful
The employee meets expectations by initiating or following through on difficult conversations and tasks when appropriate. They provide relevant examples during check-ins, and the supervisor notes steady progress. Occasional reminders or encouragement may be needed, but the employee demonstrates reliability. *During check-ins, the supervisor and employee review examples of constructive engagement in difficult conversations and discuss strategies to reduce hesitation or the need for reminders.*

2 = Needs Improvement
The employee sometimes avoids difficult conversations or delays challenging tasks. Examples brought to

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check-ins are limited or vague, and the supervisor has observed missed opportunities to take action. Support is needed to build confidence and follow through more consistently. *During check-ins, the supervisor reviews missed opportunities to engage in difficult conversations or tasks and emphasizes the importance of taking timely action to support team outcomes.*

1 = Unsuccessful
The employee regularly avoids difficult conversations and challenging tasks, and resists efforts to address this. They rarely provide relevant examples, and the supervisor observes ongoing hesitation or withdrawal from necessary action. No meaningful progress is evident. *During check-ins, the supervisor outlines concerns about consistent avoidance of difficult situations, reviews observed examples and sets expectations for immediate improvement in taking purposeful action.*

Goal 2:

Show courage by respectfully expressing honest opinions, ideas, or emotions—even when it feels uncomfortable or uncertain. Speak up in meetings, provide input during discussions, and engage in conversations that support the team's goals, even when your views may differ from others.

Metric:

The employee tracks key examples of situations where they expressed honest opinions or emotions, especially when it felt uncertain or uncomfortable. The supervisor also tracks observed examples and addresses avoidance immediately if silence or hesitation prevents team progress or decision-making. These examples and follow-up actions are then reviewed during check-ins to reflect on growth in courage and communication.

Sample Evaluation Scale:

5 = Exceptional
Consistently speaks up with honesty and clarity, even in high-pressure or uncertain situations. Actively contributes ideas or emotions that improve collaboration, decision-making, or team trust. Demonstrates noticeable growth in confidence and self-expression across multiple settings. *During check-ins, the supervisor discusses how the employee's consistent openness and clarity have improved collaboration and decision-making and encourages them to continue modeling confident expression.*

4 = Exceeds Expectations
Often expresses ideas or emotions, even when it's uncomfortable. Willingly participates in meaningful dialogue and demonstrates increased comfort in sharing perspectives over time. Growth is clearly evident and tracked. *During check-ins, the supervisor highlights examples where the employee willingly shared perspectives despite discomfort and reinforces the positive impact of their growing confidence.*

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3 = Successful

Meets expectations by engaging in open communication and expressing honest opinions with minimal prompting. Contributes during team interactions and demonstrates a willingness to stretch beyond previous hesitation. *During check-ins, the supervisor and employee review examples of honest contributions and discuss ways to keep building comfort and frequency in sharing perspectives.*

2 = Needs Improvement

Inconsistently expresses opinions or emotions, often remaining quiet even when their input is needed. Some progress may be observed, but patterns of hesitation or avoidance remain. These situations require timely supervisor follow-up when silence limits team progress or decision-making. *During check-ins, the supervisor reviews these examples and emphasizes the importance of contributing honestly and consistently to support team goals.*

1 = Unsuccessful

Rarely or never speaks up or shares honest perspectives, even when asked. Shows little progress toward developing courageous expression. These behaviors require immediate supervisor intervention when avoidance disrupts discussions or prevents necessary input. *During check-ins, the supervisor outlines concerns about the lack of participation, reviews observed patterns, and sets expectations for immediate improvement in speaking up with honesty.*

DEMONSTRATING EMOTIONAL INTELLIGENCE

The ability to identify and understand emotions in oneself and others and use that understanding to manage one's behavior and relationships.

Goal (Self-Awareness):

Increase self-awareness by actively identifying personal emotional triggers and patterns, reflecting on how those emotions influence behavior and decision-making, and using this insight to respond more intentionally in professional settings.

Metric:

The employee tracks key examples of moments when they recognized and reflected on emotional triggers or patterns that influenced their behavior. These examples are shared during quarterly conversations with the supervisor to discuss how the employee used that insight to respond more intentionally and improve self-awareness over time.

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Sample Evaluation Scale:

5 = Exceptional

The employee shows a clear and consistent ability to recognize their emotional state and articulate how it influenced their behavior or choices. They provide frequent, specific examples that demonstrate personal insight and a pattern of intentional adjustments. Their reflection not only benefits their own growth but also strengthens how they engage with others. *During check-ins, the supervisor discusses how this advanced level of awareness has improved interactions and identifies ways the employee can apply these skills in more complex or high-stakes situations.*

4 = Exceeds Expectations

The employee regularly provides examples that reveal genuine recognition of emotions and their effects. Their reflections demonstrate a growing comfort with acknowledging vulnerabilities and making adjustments that improve their professional presence. They show noticeable progress in using emotional awareness to guide their approach. *During check-ins, the supervisor highlights this growth and encourages the employee to expand the range of situations where they apply their insight.*

3 = Successful

The employee provides examples that demonstrate a basic but consistent understanding of how emotions shape their actions. They acknowledge personal reactions and show some effort to consider alternatives or adjust afterward. Their awareness is dependable but not yet applied broadly or consistently. *During check-ins, the supervisor reviews these examples and discusses opportunities to strengthen the connection between recognition of emotions and intentional responses.*

2 = Needs Improvement

The employee provides occasional or unclear examples that suggest limited awareness of how their emotions affect their work. They may acknowledge feeling stressed, frustrated, or disengaged but struggle to connect these experiences to their behaviors or outcomes. Their ability to reflect remains inconsistent. *During check-ins, the supervisor addresses these gaps directly and emphasizes the need for clearer examples and more deliberate efforts to increase awareness.*

1 = Unsuccessful

The employee does not demonstrate meaningful recognition of their emotions or their impact on behavior. They either provide no examples or deny the influence emotions have on their work. This lack of awareness leads to repeated missteps, strained interactions, or missed opportunities to adjust. *During check-ins, the supervisor outlines specific concerns, references observed situations where self-awareness was absent, and sets clear expectations for beginning intentional reflection.*

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Goal (Self-Regulation):

Demonstrate growth in self-regulation by practicing constructive responses in high-pressure or emotionally charged situations, including managing impulsive reactions and maintaining professional behavior when frustrated or challenged.

Metric:

The employee and supervisor will each track key examples of how the employee responds during high-pressure or emotionally charged situations. At quarterly check-ins, they will review these examples together to assess the employee's ability to manage frustration, avoid impulsive reactions, and maintain professional behavior. The supervisor will guide the conversation to reinforce progress and offer strategies to support continued growth in self-regulation.

Sample Evaluation Scale:

5 = Exceptional
The employee demonstrates consistent composure across a wide range of high-pressure or emotionally charged situations. They provide detailed examples showing how they paused, assessed, and chose a constructive response, even under significant stress. Their ability to regulate emotions has a clear positive effect on team stability and workplace climate. *During check-ins, the supervisor discusses how these behaviors strengthened outcomes and explores opportunities for the employee to mentor others in maintaining professionalism under pressure.*

4 = Exceeds Expectations
The employee generally manages emotions well, showing resilience and thoughtfulness in most difficult situations. Occasional lapses occur, but they recover quickly and reflect on what they could do differently. Their examples show noticeable growth in replacing impulsive reactions with constructive responses. *During check-ins, the supervisor highlights these improvements and encourages the employee to keep applying their strategies consistently in more complex scenarios.*

3 = Successful
The employee provides credible examples of handling stress with composure, though effectiveness may vary depending on the intensity of the situation. They can usually pause or redirect their response but sometimes require reminders or support to maintain professionalism. *During check-ins, the supervisor reviews examples of effective regulation and discusses strategies to build more consistent, independent application of these behaviors.*

2 = Needs Improvement
The employee demonstrates inconsistent control in high-pressure moments, often reacting defensively, withdrawing, or showing visible frustration. Their examples are limited, and supervisor observations reveal repeated struggles to manage emotions constructively. *During check-ins, the supervisor addresses these situations directly and reinforces the expectation that the employee adopts specific techniques to stabilize their responses.*

1 = Unsuccessful

The employee regularly reacts impulsively or in ways that escalate tension and undermine professional behavior. They do not provide meaningful examples of self-regulation, and supervisor observations confirm a pattern of disruptive responses under stress. *During check-ins, the supervisor outlines concerns with these behaviors, reviews observed instances, and sets immediate expectations for change to prevent further negative impact on the workplace.*

Goal (Social Awareness):

Demonstrate growth in social awareness by recognizing and responding to others' emotions and perspectives, especially during disagreement or frustration, and adjusting communication or behavior accordingly.

Metric:

Both the employee and supervisor track key examples where the employee recognized and responded to others' emotions or perspectives and adjusted communication or behavior accordingly. During quarterly check-ins, they review these examples together to explore what went well, what could be improved, and how the employee is developing greater social awareness in day-to-day interactions.

Sample Evaluation Scale:

5 = Exceptional

The employee demonstrates a consistent ability to recognize emotional cues—tone, body language, or reactions—and adjust their approach in real time. Their examples show they can de-escalate tension, validate perspectives, and adapt communication in ways that strengthen trust and collaboration. *During check-ins, the supervisor discusses how these skills have improved outcomes in disagreements and explores opportunities to apply them in broader contexts.*

4 = Exceeds Expectations

The employee frequently identifies others' emotions and perspectives, even in challenging situations, and adapts their responses to maintain constructive dialogue. Their examples show genuine effort to understand and respond thoughtfully, reducing potential friction. *During check-ins, the supervisor highlights these strengths and encourages the employee to continue applying them consistently across different team dynamics.*

3 = Successful

The employee shows a developing ability to recognize emotional cues and adjust behavior. Their examples demonstrate respectful responses in most situations, though occasional missteps or delays in adapting may occur. *During check-ins, the supervisor and employee review these examples and discuss strategies to deepen awareness and strengthen timely adjustments in communication.*

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2 = Needs Improvement

The employee struggles to notice or interpret emotional cues, often responding in ways that overlook others' perspectives or escalate frustration. Their examples are limited or vague, and supervisor observations confirm inconsistent application. *During check-ins, the supervisor reviews these situations directly and emphasizes the need for more deliberate attention to nonverbal signals and emotional context.*

1 = Unsuccessful

The employee consistently fails to recognize or respond appropriately to others' emotions, even when issues are visible or explicitly raised. Their behavior contributes to misunderstanding, conflict, or reduced trust. *During check-ins, the supervisor outlines specific concerns, reviews observed incidents, and sets immediate expectations for improving awareness of others' emotions and perspectives.*

Goal (Relationship Management):

Demonstrate growth in relationship management by engaging with team members consistently and respectfully, recognizing that positive work relationships contribute to team success.

Metric:

The employee tracks key examples of engaging respectfully with team members and reflects on how those interactions supported a positive team environment. The supervisor meets with the employee quarterly to review these examples and guide further development of workplace relationships.

Sample Evaluation Scale:

5 = Exceptional

The employee actively builds and sustains positive relationships across the team. Their interactions go beyond courtesy—examples show they anticipate needs, offer support, and resolve minor tensions constructively. These efforts clearly strengthen collaboration, morale, and trust. *During check-ins, the supervisor discusses how these behaviors have enhanced team success and encourages the employee to continue modeling strong relationship management.*

4 = Exceeds Expectations

The employee regularly engages with coworkers in a positive, respectful way and demonstrates growing initiative in relationship-building. Their examples show consistent attention to the quality of interactions, and their actions contribute to stronger collaboration. *During check-ins, the supervisor highlights this steady progress and reinforces the positive impact of their efforts on the team.*

3 = Successful

The employee maintains respectful day-to-day interactions and provides relevant examples of positive engagement. Their relationships are generally professional and supportive, though their efforts may remain

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situational rather than proactive. *During check-ins, the supervisor and employee review examples and discuss ways to make engagement more consistent and intentional.*

2 = Needs Improvement

The employee shows inconsistent or minimal effort in building positive connections. Interactions may be limited to task-based exchanges or occasionally create tension. Their examples are sparse or lack depth. *During check-ins, the supervisor reviews these concerns and emphasizes the importance of intentional, respectful engagement to strengthen team relationships.*

1 = Unsuccessful

The employee makes little effort to connect with others and may avoid or resist engagement altogether. Their behavior creates noticeable strain on relationships or undermines collaboration. *During check-ins, the supervisor outlines specific concerns, reviews observed situations, and sets expectations for immediate improvement in relationship-building behaviors.*

DEMONSTRATING INITIATIVE

The ability to assess situations independently and take proactive steps to address them without being prompted or instructed by others.

Goal 1:

Demonstrate initiative by independently identifying and acting on tasks, challenges, or opportunities within the scope of your role, without waiting for direct instruction.

Metric:

The employee tracks key examples of situations where they recognized a need and took independent action without being prompted. The supervisor also tracks observed instances of initiative. During quarterly check-ins, they review these examples together to reflect on how the employee is identifying opportunities to act and taking proactive steps within their role.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently anticipates needs and takes timely action without being asked. Their examples show initiative applied across different contexts, from improving processes to offering support to others. These behaviors clearly expand their impact beyond assigned tasks. *During check-ins, the supervisor discusses how this proactive approach has advanced team goals and explores additional opportunities to apply initiative strategically.*

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4 = Exceeds Expectations

The employee frequently identifies opportunities to act independently and provides multiple examples of meaningful contributions. Their initiative is evident in a variety of situations, though it may not yet be fully consistent. *During check-ins, the supervisor highlights these successes and encourages the employee to strengthen the habit of acting without direction across all responsibilities.*

3 = Successful

The employee demonstrates initiative in appropriate situations and provides examples that meet expectations for the role. They are beginning to build reliability in acting without instruction but may still rely on prompts in some areas. *During check-ins, the supervisor reviews these examples and discusses strategies for increasing independence and timeliness in taking initiative.*

2 = Needs Improvement

The employee demonstrates limited initiative and provides few or vague examples of independent action. They often wait for direction, which slows progress or limits their contributions. *During check-ins, the supervisor reviews observed gaps and emphasizes the importance of recognizing and addressing workplace needs without being prompted.*

1 = Unsuccessful

The employee does not take initiative and consistently waits for instruction before acting, even in routine or obvious situations. This lack of independence negatively affects productivity and team outcomes. *During check-ins, the supervisor outlines concerns, reviews specific situations where initiative was absent, and sets expectations for immediate improvement in independent action.*

Goal 2:

Demonstrate initiative by following through on assigned tasks and projects without needing repeated reminders or direction. This includes taking responsibility for completing work to expected standards and ensuring tasks are fully carried out from start to finish.

Metric:

The employee tracks key examples of tasks or projects they completed independently, without repeated reminders. The supervisor also tracks observed instances of follow-through. During quarterly check-ins, they review these examples together to reflect on how the employee is taking ownership of assignments and consistently completing work as expected.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently tracks and shares clear, specific examples of completing tasks and projects without

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reminders. The supervisor observes strong follow-through and independent ownership of work. The employee anticipates needs, manages tasks proactively, and completes work with a high degree of reliability and independence. *During check-ins, the supervisor discusses how the employee's consistent follow-through and proactive ownership of tasks have strengthened team reliability and explores opportunities for them to continue modeling independence.*

4 = Exceeds Expectations

The employee tracks and shares multiple examples of completing assignments without being prompted. The supervisor observes consistent follow-through and initiative in most situations. The employee completes work with minimal support and shows increased reliability across different types of tasks. *During check-ins, the supervisor highlights examples of strong follow-through and encourages the employee to maintain consistency across a wider variety of tasks and situations.*

3 = Successful

The employee tracks and shares examples of completing assigned tasks with appropriate support. The supervisor observes that work is generally completed as expected, with only occasional reminders. Follow-through meets basic standards for the role. *During check-ins, the supervisor and employee review examples of completed tasks and discuss strategies to reduce reliance on reminders and strengthen consistent follow-through.*

2 = Needs Improvement

The employee tracks few or vague examples of completing tasks independently. The supervisor observes that the employee requires frequent prompting or redirection to finish work. Inconsistent follow-through limits reliability or delays task completion. *During check-ins, the supervisor reviews instances where frequent prompting or redirection was required and emphasizes the importance of taking more responsibility for independent task completion.*

1 = Unsuccessful

The employee does not track or share meaningful examples of follow-through. The supervisor consistently observes a lack of task completion unless repeatedly instructed. The employee fails to demonstrate initiative or ownership of assigned work. *During check-ins, the supervisor outlines concerns about the lack of follow-through, reviews examples where work was left incomplete, and sets expectations for immediate improvement in ownership of assigned tasks.*

DEMONSTRATING INNOVATION

The ability to generate, share, and apply original ideas to improve outcomes, solve problems, or create new value.

Goal 1:

Demonstrate innovation by contributing ideas or suggestions that improve how work is done, solve problems creatively, or support team improvements. This includes exploring new methods, tools, or approaches, even on a small scale, and sharing those ideas during team discussions, check-ins, or as opportunities arise.

Metric:

The employee tracks key examples of situations where they explored new approaches, suggested improvements, or offered creative solutions. The supervisor also notes observed examples of innovation or experimentation. During quarterly check-ins, they review these examples together to reflect on how the employee is developing their ability to think creatively and contribute to continuous improvement.

Sample Evaluation Scale:

5 = Exceptional
The employee consistently tracks and shares clear, specific examples of innovation. The supervisor observes frequent contributions of creative ideas, practical improvements, or thoughtful experimentation. The employee regularly seeks out opportunities to improve work and is seen as a creative problem solver on the team. *During check-ins, the supervisor discusses how the employee's creative contributions and problem-solving efforts have improved outcomes and explores opportunities for them to apply these strengths to broader challenges.*

4 = Exceeds Expectations
The employee tracks and shares multiple examples of contributing new ideas or trying different approaches. The supervisor observes a growing pattern of creativity and thoughtful input that supports improvement efforts. The employee is open to change and often engages with problem solving in new ways. *During check-ins, the supervisor highlights examples where the employee provided new ideas or tried different approaches and encourages them to keep expanding the scope of their creative problem-solving.*

3 = Successful
The employee tracks and shares examples of contributing ideas or using different methods when appropriate. The supervisor observes a willingness to explore new options when prompted. Innovation is demonstrated at a level consistent with expectations for the role. *During check-ins, the supervisor and employee review examples of using new methods or contributing ideas and discuss strategies to increase consistency and confidence in applying innovative approaches.*

2 = Needs Improvement
The employee tracks few or vague examples of innovation. The supervisor observes little effort to think

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beyond routine approaches or offer new ideas. The employee tends to rely on familiar methods and may hesitate to engage with opportunities for improvement. *During check-ins, the supervisor reviews missed opportunities to think beyond routine methods and emphasizes the importance of engaging with improvement efforts more proactively.*

1 = Unsuccessful

The employee does not track or share meaningful examples of innovation. The supervisor consistently observes a lack of creative thinking, unwillingness to adapt, or resistance to exploring new ways of working. *During check-ins, the supervisor outlines concerns about resistance to new ideas or methods, reviews observed examples of reluctance, and sets expectations for immediate effort to contribute creatively to team improvements.*

Goal 2:

Demonstrate innovation by showing a willingness to experiment with new ideas and adapt when outcomes are uncertain or unexpected. This includes taking thoughtful risks, exploring alternatives to traditional methods, and remaining open to adjusting your approach when things do not go as planned.

Metric:

The employee tracks key examples of situations where they took thoughtful risks, tested new ideas, or adapted their approach after an unexpected result. The supervisor also tracks observed moments of experimentation or flexibility. During quarterly check-ins, they review these examples together to discuss how the employee is building comfort with uncertainty and developing a more innovative mindset.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently tracks and shares clear, specific examples of thoughtful experimentation and flexibility in the face of unexpected outcomes. The supervisor observes frequent risk-taking, adaptability, and creative thinking. The employee shows a strong ability to learn from what does not work and refine their approach without hesitation. *During check-ins, the supervisor discusses how the employee's willingness to experiment and refine ideas after setbacks has strengthened team adaptability and explores opportunities for broader application of these skills.*

4 = Exceeds Expectations

The employee tracks and shares multiple examples of trying new ideas and adjusting course when needed. The supervisor observes a growing comfort with testing new approaches and adapting when results are unclear or imperfect. The employee demonstrates creativity and flexibility across a variety of situations. *During check-ins, the supervisor highlights examples of creative problem-solving and flexibility and encourages the employee to keep testing new approaches across different contexts.*

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3 = Successful

The employee tracks and shares examples of testing new ideas or adapting to unexpected outcomes. The supervisor observes a willingness to experiment when prompted and an openness to adjusting plans when needed. Performance meets expectations for innovation and flexibility in the role. *During check-ins, the supervisor and employee review examples of experimentation or adaptation and discuss strategies for building greater independence and comfort with uncertainty.*

2 = Needs Improvement

The employee tracks few or vague examples of experimentation or adaptation. The supervisor observes hesitation to try new ideas or difficulty adjusting when things do not go as expected. The employee tends to rely on traditional methods and struggles to move forward after setbacks. *During check-ins, the supervisor reviews situations where the employee hesitated to try new ideas or struggled after setbacks and emphasizes the importance of flexibility and resilience in developing innovative habits.*

1 = Unsuccessful

The employee does not track or share meaningful examples of innovation or adaptability. The supervisor consistently observes avoidance of risk, unwillingness to try new approaches, or refusal to adjust when efforts fall short. There is little to no engagement in creative problem solving or learning from failure. *During check-ins, the supervisor outlines concerns about avoidance of risk or refusal to adapt, reviews observed examples of resistance, and sets expectations for immediate improvement in openness to experimentation and learning from outcomes.*

DEMONSTRATING PERSISTENCE

The ability to maintain sustained effort and focus to achieve goals, especially when facing slow progress, setbacks, or obstacles.

Goal 1:

Demonstrate persistence by staying engaged and putting forth consistent effort to complete tasks and goals, even when progress is slow or challenges arise.

Metric:

The employee tracks key examples of continuing to work through tasks despite delays, obstacles, or difficulty. The supervisor also tracks observed moments of persistence. During quarterly check-ins, they review these examples together to reflect on how the employee is maintaining effort and following through when progress is slow or challenging.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently tracks and shares clear, specific examples of maintaining effort and completing tasks despite significant delays or challenges. The supervisor observes frequent demonstrations of persistence and follow-through, even in difficult or uncertain situations. The employee shows a strong commitment to completing work without losing focus or momentum. *During check-ins, the supervisor discusses how the employee's consistent effort in difficult situations has ensured task completion and explores ways these behaviors can support larger or longer-term goals.*

4 = Exceeds Expectations

The employee tracks and shares multiple examples of working through challenges or delays without disengaging. The supervisor observes steady effort and follow-through in most situations. The employee demonstrates growing persistence and determination when tasks are difficult. *During check-ins, the supervisor highlights examples of steady follow-through and encourages the employee to keep applying determination across more complex or prolonged challenges.*

3 = Successful

The employee tracks and shares examples of continuing work despite minor setbacks or delays. The supervisor observes adequate effort and follow-through in routine situations. Persistence meets expectations for the role. *During check-ins, the supervisor and employee review examples of persistence through minor setbacks and discuss strategies to maintain momentum when facing greater obstacles.*

2 = Needs Improvement

The employee tracks few or vague examples of persistence. The supervisor observes that the employee becomes discouraged or disengaged when progress is slow or challenges arise. Follow-through is inconsistent and requires frequent support or prompting. *During check-ins, the supervisor reviews instances where discouragement or disengagement limited progress and emphasizes the importance of sustained effort, even when results are slow to appear.*

1 = Unsuccessful

The employee does not track or share meaningful examples of persistence. The supervisor consistently observes that the employee abandons or delays tasks when they become difficult, with little evidence of sustained effort or completion under pressure. *During check-ins, the supervisor outlines concerns about abandoned or delayed tasks, reviews observed examples, and sets expectations for immediate improvement in follow-through and resilience under pressure.*

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Goal 2:

Demonstrate persistence by continuing to work toward goals when initial efforts are unsuccessful. This includes responding constructively to frustration, adjusting your approach when needed, and staying focused on completing tasks without disengaging or giving up.

Metric:

The employee tracks key examples of continuing to work toward goals after initial attempts did not succeed. The supervisor also tracks observed examples of persistence, such as adapting strategies or maintaining steady effort during setbacks. During quarterly check-ins, they review these examples together to discuss how the employee is navigating challenges, adjusting their approach, and sustaining progress over time.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently tracks and shares clear, specific examples of continuing work after setbacks. The supervisor observes frequent demonstrations of persistence, adaptability, and follow-through when goals are difficult to achieve. The employee actively adjusts strategies and sustains progress with minimal support, even in challenging or high-pressure situations. *During check-ins, the supervisor discusses how the employee's persistence and adaptability after setbacks have driven progress and explores how these behaviors can be applied to more complex or high-pressure goals.*

4 = Exceeds Expectations

The employee tracks and shares multiple examples of continuing progress after setbacks. The supervisor observes consistent follow-through and independent adjustment of strategies when plans fail. The employee demonstrates strong persistence across a variety of situations without requiring prompts or repeated guidance. *During check-ins, the supervisor highlights examples of independent follow-through after challenges and encourages the employee to keep strengthening their ability to adjust strategies without guidance.*

3 = Successful

The employee tracks and shares examples of maintaining effort after encountering setbacks. The supervisor observes that the employee follows through on tasks when challenges arise but may rely on direction or support to adjust their approach. Persistence is demonstrated at a level consistent with role expectations. *During check-ins, the supervisor and employee review examples of persistence after setbacks and discuss strategies to reduce reliance on supervisor direction when adjustments are needed.*

2 = Needs Improvement

The employee tracks few or vague examples of persistence after setbacks. The supervisor observes hesitation to continue working when plans fail or tasks become difficult. Follow-through is inconsistent, and the employee may require frequent reminders or support to stay on track. *During check-ins, the supervisor reviews situations where the employee hesitated or required frequent reminders after setbacks and emphasizes the importance of staying engaged and adapting to keep tasks moving forward.*

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1 = Unsuccessful

The employee does not track or share meaningful examples of persistence. The supervisor consistently observes that the employee gives up, disengages, or becomes unproductive when tasks do not go as planned. There is little to no evidence of effort to adjust or continue working after failure. *During check-ins, the supervisor outlines concerns about giving up or disengaging when initial efforts fail, reviews observed examples, and sets expectations for immediate improvement in sustaining progress through challenges.*

DISPLAYING PROFESSIONALISM

The ability to uphold workplace standards through consistent conduct, responsible communication, and consideration for others.

Goal 1:

Display professionalism by communicating clearly and respectfully, behaving appropriately in the workplace, and engaging with others in a courteous and constructive manner.

Metric:

The supervisor tracks key examples of the employee's communication and conduct, noting whether interactions are respectful, appropriate, and constructive. Concerns are addressed as they arise. During quarterly check-ins, the supervisor and employee review observed patterns to reflect on professionalism and identify areas for continued growth.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently demonstrates professional behavior through clear, respectful communication and appropriate conduct in all workplace situations. The supervisor observes consistent courtesy, sound judgment, and positive interactions that contribute to a professional and collaborative environment. The employee sets a strong example for others. *During check-ins, the supervisor discusses how the employee's consistent professionalism has supported a collaborative environment and explores opportunities for them to continue modeling these behaviors for others.*

4 = Exceeds Expectations

The employee demonstrates professional behavior across most situations and interactions. The supervisor observes respectful, appropriate conduct with only minor inconsistencies. The employee shows growing awareness of how their communication and behavior affect others and contributes positively to the work environment. *During check-ins, the supervisor highlights examples of respectful, appropriate conduct and encourages the employee to maintain consistency and continue strengthening awareness of their impact on others.*

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3 = Successful

The employee meets expectations for professional behavior. Communication is generally respectful and clear, and conduct aligns with workplace norms. The supervisor observes that the employee contributes to a respectful work environment and responds appropriately to feedback when concerns arise. *During check-ins, the supervisor and employee review examples of professional communication and behavior and discuss strategies to reinforce reliability and consistency in workplace interactions.*

2 = Needs Improvement

The employee occasionally uses unprofessional or unclear language, behaves inappropriately in the workplace, or interacts with others in ways that disrupt collaboration. The supervisor has addressed these concerns more than once. While some improvement may be shown, the employee's behavior remains inconsistent and continues to affect the team environment. *During check-ins, the supervisor reviews situations where unprofessional conduct disrupted collaboration, reinforces expectations for courtesy and respect, and emphasizes that such concerns must be corrected promptly when they occur.*

1 = Unsuccessful

The employee frequently uses disrespectful, dismissive, or inappropriate language or behavior in the workplace. The supervisor consistently observes conduct that violates workplace norms, contributes to a negative or uncomfortable environment, or damages working relationships. Concerns have been addressed but have not resulted in sustained improvement. *During check-ins, the supervisor outlines concerns about repeated unprofessional behavior, reviews observed examples, and makes clear that immediate and sustained improvement is required to meet workplace standards.*

Goal 2:

Display professionalism by representing the agency with care, consistency, and attention to how your work and conduct reflect on the organization. This includes preparing thoroughly, presenting yourself appropriately, and engaging with others in a way that supports the agency's credibility and reputation.

Metric:

The supervisor tracks key examples of how the employee's work, conduct, and professional presence reflect on the agency in meetings, communications, and day-to-day interactions. Concerns are addressed as they arise. During quarterly check-ins, the supervisor and employee review observed patterns to assess how the employee is representing the agency and supporting its professional reputation.

Sample Evaluation Scale:

5 = Exceptional
The employee consistently enhances the agency's credibility through their conduct, preparation, and presence. They arrive thoroughly prepared, communicate with clarity and polish, and demonstrate strong

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awareness of how their actions reflect on the organization. Their professionalism builds trust with internal and external stakeholders and sets a visible standard for others to follow. *During check-ins, the supervisor discusses how these behaviors have elevated the agency's reputation and explores opportunities for the employee to serve as a role model in professional settings.*

4 = Exceeds Expectations

The employee regularly represents the agency in a positive, professional manner. They prepare thoughtfully, engage with others respectfully, and demonstrate growing awareness of how their conduct impacts the organization. Instances of professionalism are frequent and reliable, requiring minimal reminders. *During check-ins, the supervisor highlights strong examples and encourages the employee to broaden consistency across all settings.*

3 = Successful

The employee generally presents themselves and their work appropriately, showing an understanding of the importance of professionalism. Communication is clear, conduct aligns with workplace standards, and preparation is adequate for most situations. When issues arise, they respond to feedback and adjust appropriately. *During check-ins, the supervisor reviews examples of success and discusses strategies to strengthen reliability and polish.*

2 = Needs Improvement

The employee sometimes undermines the agency's credibility through lapses in preparation, careless communication, or inconsistent professionalism. Supervisor feedback has been provided more than once, but improvements may be temporary or uneven. *During check-ins, the supervisor addresses these repeated issues, reinforces expectations, and emphasizes the importance of consistent conduct in protecting the agency's reputation.*

1 = Unsuccessful

The employee frequently reflects poorly on the agency through unprofessional behavior, lack of preparation, or dismissive communication. Supervisor interventions have not led to lasting improvement, and their conduct continues to damage credibility or trust. *During check-ins, the supervisor outlines serious concerns, reviews the impact of these behaviors, and sets immediate expectations for sustained correction to safeguard the agency's reputation.*

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DRIVING RESULTS

The ability to set and pursue goals, maintain focus amid competing demands, and deliver results.

Note on Competency:

The following goals are written as **behavior goals** because they focus on *how* the employee drives results—setting realistic goals, following through, adjusting strategies when obstacles arise, and applying lessons learned. These behaviors can be tracked through observed examples and are valuable for guiding developmental conversations.

If the agency wants to emphasize specific, measurable outcomes—such as productivity levels, completion rates, or quality measures—it may be more effective to frame this as a **performance goal** tied to results-based metrics. For example:

- "Complete 95% of assigned projects on or before deadlines with no more than one follow-up needed per project."

- "Increase process efficiency by reducing average task completion time by 10% by the end of the performance year."

Goal 1:

Drive results by setting realistic goals, planning effectively, and following through to complete work on time and to expected standards. Take responsibility for addressing obstacles and adjusting your approach when needed to ensure progress and improvement.

Metric:

The employee tracks key examples of how they set clear goals, created realistic plans, adjusted timelines or strategies when needed, and completed work to expected standards. The supervisor also tracks how the employee responds to missed deadlines, shifting priorities, or emerging problems. Any missed deadlines, poor planning, or failures to take ownership will be addressed immediately when observed to avoid disruption. These examples and follow-up actions are then reviewed during check-ins to assess accountability, adaptability, and progress toward results.

Sample Evaluation Scale:

5 = Exceptional
The employee consistently sets realistic goals, plans effectively, and completes high-quality work on time. The supervisor observes proactive adjustments when obstacles arise and strong ownership of outcomes. The employee consistently exceeds expectations by improving work processes, identifying opportunities, or delivering results that positively impact the team or organization. *During check-ins, the supervisor discusses*

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how the employee's ability to plan effectively, adapt to obstacles, and deliver strong results has benefited the team and identifies opportunities to extend these practices to broader goals.

4 = Exceeds Expectations

The employee sets and tracks clear goals, follows through on plans, and completes work that meets expectations. The supervisor observes thoughtful planning and consistent follow-through, including timely adjustments when priorities shift. The employee demonstrates initiative in maintaining focus, solving problems, and delivering strong results across different situations. *During check-ins, the supervisor highlights examples of consistent planning and follow-through and encourages the employee to continue strengthening problem-solving and adaptability when priorities shift.*

3 = Successful

The employee sets realistic goals, plans effectively, and completes work on time and to expected standards. The supervisor observes that the employee follows through on assignments, adjusts when needed, and takes responsibility for delivering results. Performance meets expectations for the role. *During check-ins, the supervisor and employee review examples of effective goal setting and follow-through and discuss strategies to maintain steady performance amid competing demands.*

2 = Needs Improvement

The employee sets vague or unrealistic goals and does not consistently complete work by the expected deadline. The supervisor observes minimal planning or delayed responses to problems. The employee often fails to adjust plans or take ownership when results fall short, requiring frequent follow-up to stay on track. These issues require timely supervisor intervention when work is delayed or accountability is lacking. *During check-ins, the supervisor reviews these examples and emphasizes the need for clearer planning, consistent ownership, and timely adjustments to maintain progress.*

1 = Unsuccessful

The employee does not set goals or plan effectively and regularly misses deadlines or delivers incomplete work. The supervisor observes repeated failures to follow through, refusal to take responsibility, and little or no effort to adjust when tasks go off track. Their lack of results negatively affects team performance or progress. These behaviors require immediate supervisor intervention to correct missed commitments and prevent further disruption. *During check-ins, the supervisor outlines concerns about the impact of repeated failures, reviews observed examples, and sets clear expectations for immediate and sustained improvement in results delivery.*

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Goal 2:

Strengthen your ability to drive results by implementing solutions effectively and using past experiences to improve future performance. This may include reflecting on lessons learned, seeking feedback, and applying improvements to similar tasks or projects.

Metric:

The employee tracks key examples of implementing solutions, noting what worked, what challenges occurred, and how they applied lessons to similar tasks or projects. During quarterly check-ins, the supervisor reviews these examples with the employee to discuss what was learned, how feedback was applied, and where additional opportunities for improvement may exist.

Sample Evaluation Scale:

5 = Exceptional
The employee consistently demonstrates the ability to turn lessons into action. They provide detailed, specific examples of implementing solutions, reflecting on both successes and challenges, and applying those insights to improve future work. Their proactive approach leads to measurable improvements in efficiency, quality, or outcomes. *During check-ins, the supervisor discusses how the employee's learning mindset and follow-through have advanced team or organizational goals and explores opportunities for them to mentor others in this practice.*

4 = Exceeds Expectations
The employee regularly provides multiple examples of thoughtful reflection and effective application of lessons learned. They show initiative in seeking feedback, refining their methods, and adapting their approach in different situations. Their adjustments lead to steady improvements in performance. *During check-ins, the supervisor highlights this pattern of growth and encourages the employee to continue strengthening independence in applying lessons without prompts.*

3 = Successful
The employee provides relevant examples of implementing solutions and applying lessons learned, showing consistent progress in using feedback and past experiences to improve performance. Their improvements are reliable but may still require occasional guidance to broaden impact. *During check-ins, the supervisor reviews these examples and discusses strategies to deepen reflection and build more consistent application across tasks.*

2 = Needs Improvement
The employee provides few or incomplete examples and shows limited ability to translate lessons into improved performance. They may repeat the same challenges without applying feedback or fail to adapt strategies effectively. Their growth is inconsistent and requires frequent supervisor intervention. *During check-ins, the supervisor reviews these recurring issues, emphasizes the need for intentional reflection, and sets expectations for more deliberate application of lessons.*

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1 = Unsuccessful

The employee does not provide meaningful examples and demonstrates little or no reflection on outcomes. Supervisor observations confirm repeated mistakes, disregard for feedback, or a lack of effort to adjust approaches. This absence of growth undermines results and stalls progress. *During check-ins, the supervisor outlines serious concerns about stagnation, reviews the impact of repeated failures, and sets expectations for immediate and sustained improvement in learning from experience.*

FOCUSING ON CUSTOMERS

The ability to understand and meet the needs, preferences, and experiences of internal and external customers.

Note on Competency:

The following goals are written as behavior goals because they focus on how the employee interacts with customers — listening, responding respectfully, being timely, and being accurate. These behaviors shape the customer's experience and can be tracked through observed examples.

If the agency uses customer satisfaction surveys or collects direct customer feedback, it may be more effective to frame this as a performance goal tied to measurable outcomes. For example:

- "Achieve an average rating of 4.5/5 or higher on customer satisfaction surveys by the end of the performance year"
- "Resolve 90% of customer requests within two business days."

Goal 1:

Focus on customers by actively seeking to understand their needs and providing timely, accurate, and respectful responses that support positive experiences and successful outcomes.

Metric:

The employee tracks key examples of how they worked to understand and meet customer needs, noting how their actions supported a positive experience. The supervisor also tracks observed examples of customer interactions, including timeliness, accuracy, and respect in communication. During quarterly check-ins, they review these examples together to reflect on how the employee is supporting customer satisfaction and meeting service expectations.

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Sample Evaluation Scale:

5 = Exceptional

The employee consistently tracks and shares detailed examples of going beyond meeting customer needs. The supervisor observes customer service that not only demonstrates timeliness, accuracy, and respect but also anticipates needs, prevents problems before they occur, and creates lasting positive impressions. The employee is recognized as a role model for strengthening customer trust and loyalty. *During check-ins, the supervisor discusses how these behaviors have enhanced customer relationships and explores opportunities for the employee to continue modeling strong customer focus.*

4 = Exceeds Expectations

The employee tracks and shares multiple examples of effectively meeting customer needs. The supervisor observes strong responsiveness, accuracy, and professionalism in customer interactions. The employee occasionally identifies improvements or takes initiative that enhances customer service, showing growth beyond expected performance. *During check-ins, the supervisor highlights examples of customer focus and encourages the employee to keep building on these proactive contributions.*

3 = Successful

The employee tracks and shares examples of meeting customer needs, and the supervisor observes service that is timely, accurate, and respectful. The employee responds appropriately to feedback and demonstrates reliable customer service that meets expectations for the role. *During check-ins, the supervisor and employee review examples of consistent service and discuss strategies for maintaining reliability and strengthening responsiveness.*

2 = Needs Improvement

The employee tracks few or vague examples of meeting customer needs. The supervisor observes inconsistent service, such as delayed responses, unclear communication, or limited effort to address customer concerns. The employee requires reminders or support to maintain consistent customer focus. *During check-ins, the supervisor reviews situations where service was lacking, reinforces expectations for responsiveness and respect, and discusses ways to improve consistency.*

1 = Unsuccessful

The employee does not track or share meaningful examples of customer service. The supervisor consistently observes unprofessional, inaccurate, or dismissive interactions that undermine customer satisfaction and trust. Concerns have been addressed but have not resulted in sustained improvement. *During check-ins, the supervisor outlines concerns about these patterns, reviews observed examples, and sets expectations for immediate and sustained improvement in customer interactions.*

Goal 2:

Provide professional, respectful, and helpful responses to customer requests, using clear communication and a constructive approach in all interactions.

Metric:

The employee tracks examples of providing respectful and helpful responses to customer requests, noting how they communicated clearly and supported customer needs. The supervisor also tracks observed interactions, including tone, clarity, and willingness to assist. During quarterly check-ins, they review these examples together to reflect on patterns of communication and customer engagement.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently communicates with customers in a respectful, clear, and constructive manner, even in high-pressure or complex situations. Their examples and supervisor observations show proactive efforts to clarify confusion, de-escalate issues, and provide solutions without being prompted. These behaviors enhance customer trust and set a visible standard for others to follow. *During check-ins, the supervisor discusses how the employee's approach has improved outcomes and explores opportunities for them to share effective practices with colleagues.*

4 = Exceeds Expectations

The employee communicates respectfully and clearly in nearly all customer interactions, showing strong professionalism and reliability. The supervisor observes consistent willingness to assist and a positive, helpful attitude. The employee occasionally goes beyond expectations—such as taking initiative to solve problems or improve the customer experience—but has not yet demonstrated this consistently across complex or high-stakes situations. *During check-ins, the supervisor highlights examples of strong customer service and encourages the employee to expand these proactive efforts into more challenging scenarios.*

3 = Successful

The employee provides respectful, helpful, and clear responses to customer requests, meeting expectations for professionalism and tone. The supervisor observes that the employee reliably supports customer needs and responds appropriately when concerns are raised. *During check-ins, the supervisor and employee review examples of consistent service and discuss strategies to further strengthen clarity, responsiveness, and customer confidence.*

2 = Needs Improvement

The employee's communication with customers is sometimes unclear, dismissive, or lacking in helpfulness. Supervisor observations reveal inconsistent tone, limited effort to assist, or missed opportunities to fully address concerns. These lapses occasionally undermine the customer experience and require reminders or corrective feedback. *During check-ins, the supervisor reviews observed issues, reinforces expectations for professional and constructive responses, and sets goals for more consistent engagement.*

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1 = Unsuccessful

The employee frequently communicates in ways that are unprofessional, unclear, or unhelpful. Supervisor observations confirm repeated problems with tone, unwillingness to assist, or behaviors that damage customer trust and disrupt service expectations. Previous concerns have not led to meaningful improvement. *During check-ins, the supervisor outlines serious concerns about these patterns, reviews the negative impact on customers, and sets expectations for immediate and sustained correction.*

FOLLOWING POLICIES & PROCEDURES

The ability to follow, reinforce, adapt, or develop policies and procedures to maintain compliance with federal and state legal requirements, Civil Service rules, and organizational policies.

Goal 1:

Follow established policies, procedures, and directives as written, completing all required steps and documentation accurately and consistently to ensure compliance with agency rules and legal requirements.

Metric:

The supervisor tracks key examples of whether the employee follows required policies and procedures, including completing steps in the correct order, using proper documentation, and adhering to legal and organizational guidelines. Concerns are addressed as they arise. During quarterly check-ins, they review observed patterns to assess the employee's consistency in procedural compliance and ability to follow directives as written.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently follows all required policies and procedures and plays an active role in reinforcing them across the team. The supervisor observes that the employee identifies unclear or outdated processes, helps others stay compliant, and supports procedural consistency during high-stakes or complex tasks. Their reliability strengthens overall alignment with legal and organizational standards. *During check-ins, the supervisor discusses how the employee's reliability and leadership in compliance have supported the agency and explores opportunities for them to continue modeling these behaviors for others.*

4 = Exceeds Expectations

The employee follows all required procedures with strong attention to detail and minimal oversight. The supervisor observes consistent, accurate execution of steps and documentation. The employee asks clarifying questions when policies are complex and shows initiative in preventing procedural errors. *During check-ins,*

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the supervisor highlights examples of accurate execution and encourages the employee to keep strengthening initiative in handling complex or evolving requirements.

3 = Successful

The employee follows established policies and procedures as written and completes tasks according to expectations. The supervisor observes reliable compliance and appropriate follow-through on documentation and directives. The employee responds appropriately to feedback or clarification when needed. *During check-ins, the supervisor and employee review examples of reliable compliance and discuss strategies for maintaining accuracy and consistency across all tasks.*

2 = Needs Improvement

The employee occasionally skips steps, misinterprets procedures, or uses incomplete documentation. The supervisor observes inconsistent compliance or a need for frequent reminders. The employee may resist clarification or fail to ask questions when unsure about requirements. These lapses must be addressed promptly when observed to prevent errors from recurring or creating risk. *During check-ins, the supervisor reviews observed lapses, reinforces expectations for accuracy, and emphasizes the importance of seeking clarification to maintain compliance.*

1 = Unsuccessful

The employee frequently fails to follow required policies and procedures, disregards directives, or completes tasks incorrectly. The supervisor observes repeated noncompliance despite feedback, resulting in potential risk or liability for the agency. These behaviors require immediate intervention when observed to protect the agency from risk and ensure compliance. *During check-ins, the supervisor outlines serious concerns about noncompliance, reviews the risks these behaviors create, and sets expectations for immediate and sustained correction.*

Goal 2:

Follow policies and procedures correctly by applying the right rules to each situation, completing all required steps, and enforcing expectations consistently across individuals and situations.

Metric:

The employee tracks key examples of applying the correct policy to different situations, completing all required steps, and enforcing procedures consistently. The supervisor also tracks observed examples of correct or incorrect policy use, missed steps, or inconsistent application. Any misapplication of policy, skipped steps, or inconsistent enforcement that creates risk or undermines fairness will be addressed immediately when observed. During quarterly check-ins, they review patterns of compliance to assess the employee's reliability in applying and enforcing rules as written.

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Sample Evaluation Scale:

5 = Exceptional

The employee consistently applies even complex or nuanced policies correctly, demonstrating mastery of rules and procedures. Supervisor observations confirm that they proactively prevent compliance issues, clarify expectations for others, and model consistency across all situations. Their reliability strengthens team-wide adherence to rules and supports organizational credibility. *During check-ins, the supervisor discusses how these behaviors have elevated compliance across the team and explores opportunities for the employee to mentor others or refine processes.*

4 = Exceeds Expectations

The employee applies the correct policies in nearly every situation with minimal oversight. Supervisor observations show reliable completion of all required steps and occasional initiative in reinforcing policies with colleagues. Errors are rare, and the employee shows growing independence in ensuring compliance. *During check-ins, the supervisor highlights strong examples and encourages the employee to expand their role in reinforcing policies consistently across the team.*

3 = Successful

The employee applies the correct policies and follows required steps in most situations, meeting expectations for compliance. Supervisor observations confirm that rule enforcement is generally reliable, with occasional need for clarification or reminders. *During check-ins, the supervisor and employee review examples to confirm expectations are met and discuss strategies to maintain accuracy and consistency.*

2 = Needs Improvement

The employee occasionally misapplies policies, skips steps, or enforces rules inconsistently. Supervisor observations show repeated issues that create gaps in compliance or fairness. *These lapses must be addressed promptly when observed to prevent recurring errors or potential risk. During check-ins, the supervisor reviews examples, reinforces expectations for accuracy, and sets clear goals for consistent application.*

1 = Unsuccessful

The employee frequently fails to apply policies correctly, disregards required steps, or enforces rules inconsistently across individuals and situations. Supervisor observations confirm repeated errors or omissions that create compliance risks or damage trust. *These behaviors require immediate intervention when observed to protect the agency from liability and ensure fairness. During check-ins, the supervisor outlines serious concerns, reviews observed patterns, and sets expectations for immediate and sustained correction.*

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INFLUENCING OTHERS

The ability to shape, guide, or alter the thoughts, behaviors, attitudes, or decisions of other people.

Goal 1:

Strengthen your ability to influence others by practicing persuasive communication, focusing on how to present ideas in ways that gain support and move work forward.

Metric:

The employee tracks key examples of how they presented ideas to gain support and reflects on which strategies were most and least effective. The supervisor reviews these examples during quarterly check-ins to provide feedback on how the employee's persuasive communication skills are developing in real work contexts.

Sample Evaluation Scale:

5 = Exceptional
Persuasively communicates ideas in a way that consistently earns support from others, including in complex or resistant situations. Anticipates audience needs, proactively adapts messaging, and selects the most effective strategy for the situation. Builds strong coalitions, resolves resistance constructively, and helps others understand how the idea aligns with broader goals. Demonstrates clear influence beyond their own role, contributing to stronger decisions or team alignment. *During check-ins, the supervisor discusses how these strategies have advanced team or organizational outcomes and explores opportunities for the employee to expand their influence in broader contexts.*

4 = Exceeds Expectations
Communicates persuasively in most situations and often gains buy-in from others, even when opinions differ. Adapts messaging based on the audience and uses thoughtful strategies to build support. Demonstrates an understanding of group dynamics and contributes to collaborative outcomes. *During check-ins, the supervisor highlights examples of persuasive communication that built alignment and encourages the employee to apply these strategies in increasingly complex situations.*

3 = Successful
Clearly and respectfully communicates ideas and suggestions, gaining support in familiar or routine situations. Adjusts communication style when prompted and considers others' perspectives to help move decisions forward. *During check-ins, the supervisor and employee review examples of effective influence in everyday situations and discuss ways to strengthen adaptability and confidence in less familiar contexts.*

2 = Needs Improvement
Struggles to gain support or interest from others when sharing ideas. May rely too heavily on a single communication approach or overlook how their message is received. Misses opportunities to adjust

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messaging or build alignment across the team. *During check-ins, the supervisor reviews examples where influence fell short, reinforces the importance of adapting strategies, and provides guidance on how to tailor communication for different audiences.*

1 = Unsuccessful

Consistently fails to communicate ideas in a way that builds support. Uses ineffective or counterproductive strategies that result in confusion, resistance, or disengagement. Makes little effort to consider audience needs or tailor communication for influence. *During check-ins, the supervisor outlines concerns about the lack of effective influence, reviews observed examples of ineffective communication, and sets expectations for immediate improvement in strategy and adaptability.*

Goal 2:

Strengthen your ability to influence others by staying composed when encountering resistance. Focus on responding calmly, listening for concerns, and adjusting your approach when needed to build buy-in instead of defensiveness.

Metric:

The employee tracks examples where they encountered resistance or pushback and describes how they maintained composure and adjusted their approach. The supervisor also tracks observed examples of how the employee responds to resistance during meetings or projects. These are reviewed together during quarterly check-ins to assess growth in influence and adaptability.

Sample Evaluation Scale:

5 = Exceptional

Proactively anticipates potential resistance and adjusts approach in advance. When faced with pushback, remains calm, focused, and adaptive, even in high-stakes or emotionally charged situations. Uses resistance as a productive opportunity—building support, refining messaging, or strengthening relationships. Consistently reflects on these experiences and shares insight to improve future outcomes. *During check-ins, the supervisor discusses how the employee has turned resistance into opportunities for influence and explores how these strategies can be applied to more complex or organizational challenges.*

4 = Exceeds Expectations

Responds to resistance with composure and makes effective adjustments in most situations, including those that are unexpected or challenging. May still feel discomfort but channels it productively. Demonstrates growing confidence in engaging resistance as a leadership skill and reflects on interactions with thoughtful self-awareness. *During check-ins, the supervisor highlights examples of composure and adaptability, reinforcing the employee's growing ability to use resistance constructively.*

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3 = Successful

Responds constructively to routine or familiar resistance. Stays mostly composed and avoids reacting emotionally, but may struggle to adapt quickly when challenged unexpectedly. Makes visible effort to learn from feedback and continues to develop confidence in managing pushback. Begins identifying patterns in their reactions and adjusting accordingly. *During check-ins, the supervisor and employee review examples of effective responses to pushback and discuss strategies for strengthening adaptability in less predictable situations.*

2 = Needs Improvement

Frequently becomes defensive, flustered, or rigid when faced with resistance. Often responds with frustration, sarcasm, or withdrawal, especially in situations that feel personal or unpredictable. Rarely adjusts approach, and may view pushback as an obstacle rather than part of leadership. Needs support building awareness of triggers and rehearsing strategies to stay calm. *During check-ins, the supervisor reviews examples of unhelpful reactions, reinforces expectations for composure, and helps the employee practice strategies for managing resistance more constructively.*

1 = Unsuccessful

Consistently reacts negatively to resistance—either escalating conflict or avoiding it entirely. Shows little self-awareness about their responses and does not attempt to adjust approach. These reactions damage trust and limit their ability to influence or collaborate effectively. *During check-ins, the supervisor outlines concerns about the negative impact of these behaviors, reviews observed examples, and sets expectations for immediate improvement in composure and adaptability when facing resistance.*

LEARNING ACTIVELY

The ability to pursue learning, seek feedback, and integrate new knowledge to improve personal and professional performance.

Goal 1:

Take ownership of your development by actively identifying learning opportunities, completing them, and applying what you learn to improve your performance. This includes engaging with training, feedback, or other growth resources instead of ignoring or avoiding them.

Metric:

The employee tracks all completed learning activities—including formal training, on-the-job learning, self-directed study, and coaching received—and shares the list with the supervisor before each quarterly check-in. During the check-in, the supervisor and employee review the list together to assess growth, identify patterns

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in learning engagement, and discuss how newly acquired knowledge has been applied or could be applied to improve performance.

Sample Evaluation Scale:

5 = Exceptional

The employee demonstrates sustained mastery of continuous learning by engaging broadly and deeply in relevant opportunities, proactively seeking feedback, independently closing skill gaps, and translating new knowledge into measurable improvements in work quality, efficiency, or outcomes. They submit a comprehensive, well-organized learning log before each check-in with clear reflections and evidence of application that elevates team capability. *During check-ins, the supervisor discusses how this disciplined learning and visible impact have advanced team results and identifies opportunities for the employee to scale their influence (e.g., sharing practices, mentoring, or building simple job aids).*

4 = Exceeds Expectations

The employee regularly engages in learning and completes more than the minimum expected activities. They provide a thorough list of completed opportunities before each check-in and demonstrate a clear link between learning and improved performance. Reflection is generally strong, though the supervisor may occasionally prompt deeper exploration of application or impact. *During check-ins, the supervisor highlights examples of learning in action and encourages the employee to build further independence in connecting learning to long-term development.*

3 = Successful

The employee meets expectations by engaging in relevant learning activities and tracking them consistently. They submit their list prior to each check-in and participate in a meaningful discussion with the supervisor about how learning connects to their role. Application of knowledge is steady but not yet expansive. *During check-ins, the supervisor and employee review examples together and identify strategies for applying new knowledge more broadly and consistently.*

2 = Needs Improvement

The employee engages in development sporadically, with limited or incomplete tracking. They may fail to submit their list prior to check-ins or participate passively in discussions. Supervisor observations confirm that learning is not being applied consistently to improve performance. *These gaps must be addressed promptly to prevent stagnation in growth and job performance. During check-ins, the supervisor reinforces expectations for active participation, reviews missed opportunities, and sets goals for more consistent engagement in learning.*

1 = Unsuccessful

The employee does not participate in expected learning activities, does not track or share progress, and shows little to no interest in discussing development. Supervisor interventions and redirection are consistently required with minimal or no improvement over time. This lack of engagement limits performance growth and undermines professional development goals. *These behaviors require immediate supervisor intervention when observed to re-establish accountability for learning and growth. During check-ins, the supervisor outlines*

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serious concerns, reviews the impact of continued disengagement, and sets expectations for immediate improvement.

Goal 2:

Increase learning engagement by seeking feedback, applying it to improve performance, and looking for opportunities to learn with or from others when possible.

Metric:

The employee tracks examples of how they sought, received, and applied feedback, as well as any collaborative learning activities. The supervisor meets quarterly with the employee to review these examples, provide coaching, and offer feedback on how effectively the employee is integrating what they've learned. Together, they identify additional opportunities for shared learning and skill development.

Sample Evaluation Scale:

5 = Exceptional
The employee actively seeks feedback and applies it consistently to improve performance. They take initiative in identifying and completing learning opportunities and frequently create or contribute to peer learning moments. The supervisor observes a strong pattern of self-directed growth and collaborative development. *During check-ins, the supervisor discusses how these behaviors have advanced both individual and team performance, reinforces emerging strengths, and identifies stretch opportunities that align with long-term development.*

4 = Exceeds Expectations
The employee applies feedback thoughtfully and engages in a variety of learning opportunities beyond what is required. They occasionally contribute to peer learning and show curiosity about improving their performance. The supervisor confirms a reliable pattern of engagement. *During check-ins, the supervisor highlights strong examples of feedback application, encourages greater consistency in collaborative learning, and ensures efforts remain aligned with performance goals.*

3 = Successful
The employee responds to feedback and completes expected learning activities. They participate in peer learning when opportunities arise but do not typically seek them out independently. The supervisor observes steady engagement and reliable follow-through. *During check-ins, the supervisor and employee review examples together, reinforce the link between learning and performance, and discuss strategies for building stronger ownership of growth.*

2 = Needs Improvement
The employee is inconsistent in applying feedback and tends to complete only the minimum required learning.

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They rarely engage in peer learning or miss opportunities to deepen development. The supervisor observes gaps that limit performance growth. *During check-ins, the supervisor addresses these patterns directly, reviews examples of missed opportunities, and provides coaching on how to increase feedback application and learning engagement.*

1 = Unsuccessful

The employee resists feedback, avoids learning opportunities, and does not participate in peer development activities. Supervisor interventions and coaching have not resulted in meaningful change, and performance is negatively affected. *During check-ins, the supervisor documents these patterns, reiterates expectations, and outlines immediate steps and consequences if engagement does not improve.*

MAKING ACCURATE JUDGMENTS

The ability to assess options, weigh risks, and make sound decisions using available information and logical reasoning.

Note on Competency:

The following goals are written as **behavior goals** because they focus on *how* the employee approaches judgment—whether they analyze information, weigh risks, avoid assumptions, and make reasoned decisions. These behaviors can be tracked through examples of decision-making and are especially useful for developmental discussions.

If the agency wants to emphasize **outcomes**, it may be more effective to frame this as a **performance goal** tied to decision quality or accuracy. For example:

- "Reduce errors in case reviews by 20% by verifying all information sources before final decisions."

- "Achieve 95% accuracy in policy application decisions as measured by supervisory review."

Goal 1:

Improve your ability to make sound judgments by analyzing available information, recognizing risks and consequences, and choosing actions that are well-reasoned and appropriate for the situation.

Metric:

The employee tracks key examples of decisions made throughout the performance year, noting the information used and factors considered. The supervisor also tracks examples of the employee's decision-making and reviews both sets of documentation during quarterly check-ins to assess whether decisions were logical, timely, and based on relevant evidence.

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Sample Evaluation Scale:

5 = Exceptional

The employee consistently applies strong judgment in all situations, making decisions that reflect a clear understanding of facts, context, and potential outcomes. They proactively identify assumptions or emotional reactions and correct for them, even under pressure. Supervisor and employee documentation reflect consistent improvement and a sustained ability to make appropriate, timely decisions aligned with agency expectations. *During check-ins, the supervisor discusses examples of excellent judgment, highlights how these decisions strengthened outcomes, and explores ways the employee can share effective decision-making strategies with others.*

4 = Exceeds Expectations

The employee regularly makes informed and appropriate decisions, using available information and considering consequences. They show significant improvement in recognizing and avoiding reactive or assumption-based choices. Supervisor observations indicate the employee is becoming more consistent in applying sound reasoning and learning from past missteps. *During check-ins, the supervisor highlights progress in applying reasoning, reinforces positive examples, and encourages the employee to expand consistency in more complex or high-pressure situations.*

3 = Successful

The employee shows noticeable improvement in judgment and can make sound decisions in many situations. While occasional reactive or incomplete decisions may still occur, they are less frequent, and the employee is open to feedback. Documentation reflects a growing effort to apply reasoning, evaluate outcomes, and avoid assumption-driven responses. *During check-ins, the supervisor reviews examples of both strong and weaker decisions, helping the employee reflect on patterns and identify strategies to increase consistency.*

2 = Needs Improvement

The employee continues to struggle with decision-making, often acting without evaluating available information or considering potential risks. Documentation reveals recurring issues with reactive or emotionally driven choices. Supervisor observations confirm limited improvement despite feedback and support, and misaligned actions or unclear priorities persist. *During check-ins, the supervisor addresses specific examples of poor judgment, reinforces the need to pause and evaluate information, and sets clear goals for applying more deliberate reasoning in upcoming decisions.*

1 = Unsuccessful

The employee consistently fails to make sound decisions. Choices are frequently based on assumptions, emotions, or incomplete information, leading to confusion, rework, or risk. Supervisor documentation indicates little to no effort to reflect, improve, or use feedback, and the pattern of poor judgment has not changed over time. *During check-ins, the supervisor outlines serious concerns about decision-making patterns, reviews the risks these behaviors create, and sets expectations for immediate and sustained correction.*

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Goal 2:

Strengthen professional judgment by evaluating competing demands and consistently choosing actions based on evidence, impact, and alignment with goals, rather than reacting to urgency, pressure, or convenience.

Metric:

The employee tracks examples of how they evaluated competing demands, documenting the reasoning behind their choices and how those decisions supported goals. The supervisor also tracks observed patterns in how the employee balances urgency, impact, and alignment. Any poor prioritization that causes delays, risks, or misalignment will be addressed immediately when observed to prevent further disruption. During check-ins, the supervisor and employee review examples together to reflect on strengths, discuss lessons learned, and identify strategies for handling future competing demands more effectively.

Sample Evaluation Scale:

5 = Exceptional
The employee consistently demonstrates strong judgment in navigating competing priorities, weighing urgency, impact, and alignment with team or organizational goals with precision. They reliably select the most effective course of action without delay and serve as an example of sound prioritization under pressure. Their decisions strengthen overall performance and often influence others to adopt similar approaches. *During check-ins, the supervisor highlights how their prioritization has elevated team outcomes and explores opportunities for them to share strategies or mentor peers in effective decision-making.*

4 = Exceeds Expectations
The employee regularly applies sound judgment when managing competing demands. They carefully consider urgency and impact, usually selecting the best path forward with minimal redirection. They reflect on feedback when needed and adjust strategies quickly, showing growing confidence and reliability. *During check-ins, the supervisor reinforces positive examples, acknowledges consistent progress, and encourages the employee to extend their judgment skills to more complex or ambiguous situations.*

3 = Successful
The employee demonstrates reliable judgment in most situations involving competing demands. They generally prioritize appropriately, though they may occasionally need guidance to stay aligned with goals. Their approach shows improvement over time and responsiveness to feedback. *During check-ins, the supervisor and employee review examples together, discuss both effective and less effective decisions, and identify strategies to increase independence and consistency.*

2 = Needs Improvement
The employee often struggles to judge competing priorities effectively, misjudging urgency or neglecting impact, which results in delays, inefficiencies, or misalignment with goals. Supervisor intervention is frequently needed to redirect work. *These lapses must be addressed immediately when observed to avoid repeated disruptions. During check-ins, the supervisor reviews specific examples of poor prioritization, reinforces the importance of evidence-based reasoning, and sets clear targets for improving judgment.*

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1 = Unsuccessful

The employee consistently fails to make appropriate judgments when handling competing demands. Decisions disregard urgency, impact, or alignment with goals, resulting in repeated confusion, stalled progress, or missed opportunities. Despite prior feedback, little to no improvement is demonstrated. *These behaviors require immediate intervention when observed to protect organizational performance and ensure accountability. During check-ins, the supervisor documents ongoing issues, outlines expectations for immediate and sustained correction, and reinforces the risks created by continued misjudgment.*

MANAGING CONFLICT

The ability to recognize, address, and resolve disagreements constructively while preserving relationships and promoting mutual understanding.

Goal 1:

Respond to conflict situations by remaining engaged and addressing the issue constructively, rather than shutting down, avoiding the conversation, or withdrawing from the team dynamic.

Metric:

The employee and supervisor each track key examples of how the employee responds to conflict situations. The employee documents instances where they stayed engaged and contributed to resolving disagreements, while the supervisor records observations of how the employee maintained professional engagement and addressed issues constructively. Any avoidance, withdrawal, or disruptive behavior in conflict situations will be addressed immediately when observed to prevent tension from escalating or relationships from breaking down. During check-ins, the supervisor and employee review examples together to reflect on progress, reinforce effective strategies, and identify opportunities to strengthen conflict management skills.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently remains engaged and addresses conflict directly with professionalism and clarity, even in high-stakes or emotionally charged situations. They actively contribute to resolution, often helping others stay calm and solution-focused. Both employee and supervisor documentation confirm a strong ability to navigate conflict constructively and strengthen relationships in the process. *During check-ins, the supervisor highlights how these strategies have benefited the team and explores how the employee can model or share effective conflict resolution approaches with others.*

4 = Exceeds Expectations

The employee regularly demonstrates constructive engagement in conflict situations, maintaining professionalism and contributing to resolution with minimal prompting. They show growing confidence and

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skill in navigating disagreements and strengthening team dynamics. *During check-ins, the supervisor reinforces observed improvements, reviews positive examples, and encourages the employee to extend these skills to more complex or sensitive conflicts.*

3 = Successful

The employee generally stays engaged in conflict situations and works toward constructive resolution. Occasional hesitation or withdrawal may occur, but overall, examples demonstrate steady growth and a willingness to participate in resolving disagreements. *During check-ins, the supervisor and employee review examples together, identify patterns of hesitation, and discuss strategies for building more consistent confidence and composure in conflict.*

2 = Needs Improvement

The employee inconsistently engages in conflict situations, sometimes withdrawing, avoiding conversations, or deflecting responsibility. These lapses create barriers to resolution and may leave issues unresolved. Such disengagement must be addressed immediately when observed to prevent tension from escalating. *During check-ins, the supervisor reviews specific instances, reinforces expectations for engagement, and sets short-term goals for practicing constructive participation.*

1 = Unsuccessful

The employee consistently shuts down, withdraws, or refuses to engage in conflict resolution efforts, contributing to unresolved tension or a negative team dynamic. Despite prior guidance, little or no improvement is evident. These behaviors require immediate supervisor intervention when observed to protect team cohesion and ensure accountability. *During check-ins, the supervisor outlines serious concerns, reviews observed examples, and sets clear expectations for immediate and sustained correction.*

Goal 2:

Demonstrate the ability to navigate conflict professionally by identifying key issues, considering others' perspectives, and applying appropriate resolution strategies that maintain trust and clarify expectations.

Metric:

The employee tracks key examples of navigating conflict by identifying core issues, acknowledging others' concerns, and applying resolution strategies that maintain trust and professionalism. The supervisor documents additional examples. Any behavior that damages trust, escalates conflict, or leaves issues unresolved will be addressed immediately when observed to protect team functioning and relationships. During check-ins, the supervisor and employee review documented examples together to reflect on progress, reinforce effective strategies, and identify areas for growth in communication, fairness, and timeliness.

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Sample Evaluation Scale:

5 = Exceptional

The employee consistently identifies key issues, considers multiple perspectives, and applies well-chosen strategies to resolve conflict constructively. Their communication is composed and structured, and they maintain trust, professionalism, and clarity even in high-pressure situations. Both employee and supervisor examples show a strong pattern of fair, timely, and effective conflict resolution. *During check-ins, the supervisor highlights how the employee's approach has strengthened trust across the team and explores opportunities to model these strategies for others.*

4 = Exceeds Expectations

The employee regularly resolves conflict with professionalism, usually identifying key issues and considering perspectives fairly. They maintain trust and clarity in most situations, with only minimal follow-up required. Supervisor and employee examples confirm a growing ability to manage difficult conversations effectively. *During check-ins, the supervisor reinforces positive examples and encourages the employee to expand these skills in more complex or sensitive conflicts.*

3 = Successful

The employee generally addresses conflict in a professional way, considering others' perspectives and applying reasonable strategies. They may occasionally miss key issues or hesitate to clarify expectations, but overall performance reflects steady progress. *During check-ins, the supervisor and employee review specific examples to reflect on where strategies worked and where adjustments could lead to stronger outcomes.*

2 = Needs Improvement

The employee struggles to identify key issues, consider perspectives fairly, or apply strategies that maintain trust. Their communication may be unclear, defensive, or incomplete, resulting in inconsistent outcomes. Such lapses must be addressed immediately when observed to prevent damage to relationships or delays in resolution. *During check-ins, the supervisor reviews examples of missteps, reinforces expectations for constructive conflict resolution, and sets specific short-term goals for improvement.*

1 = Unsuccessful

The employee consistently fails to manage conflict professionally, either by avoiding it, escalating tensions, or communicating in ways that damage trust. Issues remain unresolved and relationships suffer as a result. These behaviors require immediate intervention when observed, as they create significant risk to team cohesion and performance. *During check-ins, the supervisor documents the ongoing concerns, outlines expectations for immediate change, and discusses potential consequences if improvement is not evident.*

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MANAGING TIME

The ability to prioritize tasks, meet deadlines, and allocate time to ensure timely completion of work goals.

Note on Competency:

The following goals are written as **behavior goals** because they focus on *how* the employee manages their time—whether they prioritize effectively, use tools or strategies, and respond to shifting demands with a sense of urgency. These behaviors can be tracked through examples of timeliness, organization, and adaptability.

If the agency wants to emphasize **outcomes**, it may be more effective to frame this as a **performance goal** tied to deadlines or productivity metrics. For example:

- "Complete 95% of assigned tasks by their established deadlines."

- "Reduce overdue tasks by 15% within the performance year through consistent use of time management strategies."

Goal 1:

Improve time management by completing work within established deadlines, prioritizing tasks effectively, and demonstrating a sense of urgency that supports the timely achievement of team and organizational goals

Metric:

The employee maintains a record of task deadlines and completion dates, including brief reflections on how priorities were managed and any barriers encountered. The supervisor also tracks key examples of late or on-time task completion and evaluates how the employee responded to shifting priorities or urgent needs. Any repeated missed deadlines or lack of urgency will be addressed immediately when observed to prevent disruption of team or organizational goals. During quarterly check-ins, they review documentation together to reinforce effective strategies, address persistent barriers, and identify ways to strengthen planning and prioritization.

Sample Evaluation Scale:

5 = Exceptional
The employee consistently completes work ahead of deadlines and adapts seamlessly when priorities shift. Their tracking is up to date and includes thoughtful reflections that demonstrate ownership and urgency. The supervisor's documentation shows a reliable pattern of timeliness and well-managed priorities, even under pressure. *During check-ins, the supervisor reviews examples of exceptional planning and timeliness, explores how these strategies can be applied to more complex tasks, and reinforces the employee's role as a model of effective time management.*

4 = Exceeds Expectations

The employee completes most work on or before deadlines and demonstrates strong awareness of priorities. Their tracking is thorough, with reflections that show insight into their workflow. The supervisor observes growing consistency and responsiveness to shifting timelines, with only minor lapses. *During check-ins, the supervisor highlights positive examples, reinforces planning strategies, and encourages the employee to continue refining their prioritization under tighter deadlines.*

3 = Successful

The employee meets deadlines in most situations and demonstrates awareness of time-sensitive priorities. Tracking is complete with basic reflections, showing steady improvement in timeliness. The supervisor's documentation reflects fewer reminders or follow-ups needed. *During check-ins, the supervisor reviews recent examples, acknowledges progress, and helps the employee identify strategies for handling more complex or unpredictable scheduling demands.*

2 = Needs Improvement

The employee frequently misses deadlines or shows limited urgency in completing tasks. Tracking is inconsistent or lacks meaningful reflection, and adjustments to shifting priorities are often delayed. Supervisor documentation reflects recurring concerns and the need for frequent reminders or intervention. *These issues must be addressed immediately when deadlines are missed to prevent impact on team performance. During check-ins, the supervisor discusses observed gaps, reinforces the importance of urgency, and works with the employee to create specific action steps to improve consistency.*

1 = Unsuccessful

The employee rarely completes tasks on time, does not track deadlines meaningfully, and shows minimal engagement in improving time management. Supervisor documentation reflects repeated missed deadlines and little to no improvement despite guidance. *These failures must be addressed immediately when observed, as they directly undermine team goals and reliability. During check-ins, the supervisor documents the ongoing concerns, outlines expectations for immediate correction, and discusses potential consequences if progress is not demonstrated.*

Goal 2:

Demonstrate growth in time management by identifying and consistently using tools or strategies (such as scheduling, task batching, or to-do lists) to track and complete tasks on time and with greater efficiency.

Metric:

The employee tracks the tools and strategies they use for managing time and reflects on their effectiveness in completing tasks. The supervisor reviews this tracking during quarterly check-ins, observes patterns in the

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employee's ability to meet deadlines, and provides feedback to reinforce strategies that are improving timeliness and productivity.

Sample Evaluation Scale:

5 = Exceptional

The employee actively experiments with and adopts multiple time management strategies, using them consistently and refining their approach based on results. Their tracking includes thoughtful reflections on what's working and why. The supervisor's documentation confirms a pattern of increased efficiency, organization, and timely completion. *During check-ins, the supervisor highlights how these strategies are contributing to improved outcomes and challenges the employee to apply them in more complex or high-demand situations.*

4 = Exceeds Expectations

The employee regularly applies at least one time management strategy and begins to adapt or enhance it as needed. Their tracking shows consistent use and developing insight. Supervisor documentation shows a clear improvement in timeliness and organization. *During check-ins, the supervisor reinforces effective habits, reviews examples of where strategies were applied, and encourages continued experimentation to strengthen consistency and adaptability.*

3 = Successful

The employee applies a selected time management strategy with some consistency. Their tracking is present and includes basic notes or reflections. Supervisor documentation shows improvement in meeting deadlines and managing workload. *During check-ins, the supervisor and employee discuss the strategies used, reflect on what is helping most, and explore how to expand or strengthen their application over time.*

2 = Needs Improvement

The employee tries a strategy but uses it inconsistently or abandons it without reflection. Tracking is limited or superficial. Supervisor documentation shows continued struggles with time use or meeting expectations. *During check-ins, the supervisor addresses gaps, provides feedback on missed opportunities, and works with the employee to identify a strategy that feels practical and sustainable.*

1 = Unsuccessful

The employee does not adopt or use any effective time management strategy and fails to track task completion or reflection. Supervisor documentation reflects ongoing issues with missed deadlines, disorganization, and lack of engagement with the goal. *During check-ins, the supervisor documents the lack of progress, clarifies expectations for using at least one strategy, and outlines specific next steps to build accountability for improvement.*

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NETWORKING

The ability to build and maintain relationships across internal and external networks.

Goal 1:

Demonstrate growth in building and maintaining professional relationships by initiating and sustaining interactions across teams and roles, fostering collaboration and mutual support.

Metric:

The employee tracks key examples of initiating and sustaining professional interactions across teams and roles, including details about how the interaction supported collaboration or mutual support. The supervisor meets with the employee quarterly to review these examples, discuss the employee's engagement across the organization, and offer feedback on the quality and consistency of relationship-building efforts.

Sample Evaluation Scale:

5 = Exceptional
The employee proactively builds and maintains professional relationships across multiple teams and roles. They demonstrate a consistent, strategic approach—initiating conversations, following up, and engaging in ongoing exchanges that lead to concrete collaboration, shared success, or improved outcomes. Their relationship-building clearly strengthens the broader work environment. Supervisor should see strong, varied examples that demonstrate initiative, consistency, and impact, especially connections that enhanced collaboration or knowledge-sharing. *During check-ins, the supervisor reviews these examples, highlights how they contributed to collaboration or outcomes, and identifies additional opportunities for the employee to expand their influence across the organization.*

4 = Exceeds Expectations
The employee frequently initiates and sustains professional relationships that support collaboration or resource sharing. They demonstrate follow-through, adapt their communication to build trust, and show growing confidence in connecting across roles. These efforts result in visible contributions to team cohesion or cross-functional success. Supervisor should see multiple examples where the employee took initiative and showed growth beyond their immediate circle or role. *During check-ins, the supervisor reviews these examples, reinforces emerging strengths in outreach and trust-building, and encourages continued expansion of the employee's professional network.*

3 = Successful
The employee demonstrates steady growth in building professional relationships. They initiate and respond appropriately in work interactions, maintain contact when needed, and contribute to a respectful and cooperative work atmosphere. Their efforts are solid, though may lack depth, consistency, or initiative beyond their immediate team. Supervisor should expect solid, work-related examples that show the employee is putting effort into growing their network and engaging respectfully. *During check-ins, the supervisor reviews*

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these examples, acknowledges steady progress, and encourages greater consistency or initiative to expand networking beyond familiar contacts.

2 = Needs Improvement

The employee's interactions are limited to transactional or surface-level exchanges. They rarely initiate new relationships and often do not follow up or maintain connections. Opportunities for collaboration or mutual support are missed due to hesitation, inconsistency, or discomfort in networking situations. Supervisor may see minimal or repetitive examples, with few signs of outreach or relationship-building effort. *During check-ins, the supervisor reviews the limited or repetitive examples, identifies specific missed opportunities, and sets action steps for the employee to begin practicing and sustaining more meaningful outreach.*

1 = Unsuccessful

The employee avoids relationship-building across teams and roles. They neither initiate nor sustain professional interactions, and their lack of engagement isolates them from peers, undermines collaboration, or creates barriers to team or project effectiveness. Supervisor may notice isolation, missed opportunities, or feedback from others indicating disconnect or disengagement. *During check-ins, the supervisor documents these patterns, explains the impact of disengagement on the team, and outlines clear expectations for immediate improvement in relationship-building behaviors.*

Goal 2:

Build stronger working relationships by offering help, ideas, or resources to others—without being asked—so that interactions are more balanced and not just one-sided.

Metric:

The employee tracks key examples of offering help, sharing ideas, or providing resources to coworkers without being prompted. The supervisor also documents feedback or observations related to those interactions. They meet quarterly to review these examples together and assess how well the employee is building more balanced working relationships.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently creates mutually supportive working relationships by offering help, insight, or resources without being asked. Interactions are marked by generosity and awareness of others' needs. Supervisor observations and employee documentation reflect a significant shift from self-serving behavior to active engagement in collaborative success. *During check-ins, the supervisor reviews these examples, acknowledges the employee's initiative, and discusses how their actions are strengthening collaboration across the team.*

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4 = Exceeds Expectations

The employee frequently offers support or shares expertise in a way that contributes to team or cross-functional goals. Examples demonstrate initiative and thoughtfulness in building reciprocity, and the supervisor notes steady and meaningful improvement in how the employee engages with colleagues. *During check-ins, the supervisor highlights these examples, reinforces the employee's progress, and encourages them to expand their efforts to a broader range of situations or colleagues.*

3 = Successful

The employee meets expectations by making regular efforts to offer help, ideas, or relevant information to others. While some interactions may still reflect older habits, both the employee's self-tracking and supervisor's observations show a clear and consistent move toward more balanced, two-way professional relationships. *During check-ins, the supervisor reviews examples with the employee, notes progress made, and encourages consistency in continuing to build balanced interactions.*

2 = Needs Improvement

The employee occasionally demonstrates efforts to support others, but these moments are infrequent or appear driven by obligation rather than genuine collaboration. Supervisor observations indicate limited change, and the employee's examples suggest continued difficulty shifting away from self-focused habits. *During check-ins, the supervisor addresses these gaps, provides concrete feedback on missed opportunities, and works with the employee to identify specific actions that will strengthen collaboration.*

1 = Unsuccessful

The employee continues to avoid offering help, insight, or resources, resulting in one-sided relationships. There is little to no evidence—either from supervisor or employee documentation—of progress toward building mutual or collaborative interactions. *During check-ins, the supervisor documents this lack of progress, reiterates the importance of balanced relationships, and outlines clear expectations for immediate improvement.*

SOLVING PROBLEMS

The ability to identify root causes, analyze relevant data, and apply practical or innovative solutions to challenges.

Note on this Competency:

The following goals are written as **behavior goals** because they focus on *how* the employee engages with problems—whether they take initiative, explore root causes, weigh options, and follow through effectively. These behaviors can be tracked through observed examples and are useful for developmental conversations.

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If the agency uses specific performance measures—such as error rates, resolution times, or project completion metrics—it may be more effective to frame this as a **performance goal** tied to measurable outcomes. For example:

- "Reduce task-related errors by 15% by identifying and addressing root causes during project planning."
- "Resolve 90% of recurring issues within 5 business days using structured problem-solving methods."

Goal 1:

Demonstrate growth in problem-solving by actively engaging with challenges, identifying issues when they arise, and working toward solutions instead of avoiding, delaying, or leaving problems unresolved.

Metric:

The employee tracks key examples of engaging directly with problems instead of avoiding them, including how they contributed to solving each issue. The supervisor documents notable examples during the performance year and uses quarterly check-ins to discuss the employee's approach to addressing problems, exploring what was effective, what could be improved, and how these efforts support stronger problem-solving behaviors.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently approaches problems with initiative, urgency, and depth. They identify underlying causes, gather relevant information, and propose solutions that are both innovative and practical. Their follow-through is strong, and they adjust strategies as conditions evolve to ensure durable results. *During check-ins, the supervisor reviews detailed examples with the employee, acknowledges their proactive approach, and explores how their problem-solving methods can be shared with peers to strengthen team effectiveness.*

4 = Exceeds Expectations

The employee frequently engages with problems independently and demonstrates solid analytical thinking. They consider relevant information and contributing factors, usually proposing solutions that are workable and timely. Follow-through is consistent, with only occasional gaps in depth or adaptability. *During check-ins, the supervisor highlights strong examples, reinforces emerging patterns of success, and encourages the employee to expand their confidence in handling more complex or cross-functional issues.*

3 = Successful

The employee engages with problems as expected and suggests reasonable solutions that address the immediate issue. They consider some contributing factors but may not always explore deeper causes. Follow-through is generally reliable, though occasional support or redirection may be needed. *During check-ins, the supervisor reviews examples and discusses how the employee can build more consistency in analysis and adaptability when solutions require adjustment.*

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2 = Needs Improvement

The employee often hesitates or avoids engaging with problems directly. When they do act, solutions may be surface-level, incomplete, or inconsistently applied, requiring reminders to follow through. Underlying causes are frequently overlooked. *During check-ins, the supervisor provides targeted feedback, reviews missed opportunities, and works with the employee to develop strategies for approaching problems more constructively and thoroughly.*

1 = Unsuccessful

The employee consistently resists or fails to engage with problems. They misidentify issues, overlook relevant information, or ignore responsibility for resolution. Solutions are rarely offered or implemented, and unresolved issues reoccur. *During check-ins, the supervisor documents these persistent gaps, reiterates clear expectations, and outlines the consequences of failing to improve problem-solving behaviors.*

Goal 2:

Demonstrate a more intentional approach to problem-solving by taking time to understand the issue fully before proposing solutions. This includes identifying root causes, considering contributing factors, and weighing the impact of possible actions.

Metric:

The employee tracks key examples where they intentionally paused to assess the problem before taking action. The supervisor tracks additional observed examples. During quarterly check-ins, they discuss how the employee approached each problem, what strategies were used, and how those strategies supported more effective or lasting solutions.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently engages deeply with problems, identifying root causes and contributing factors before proposing solutions. Their approach is measured, thorough, and demonstrates strong critical thinking. Supervisor observations and employee documentation show repeatable strategies and clear awareness of how their process leads to effective, lasting solutions. *During check-ins, the supervisor and employee review detailed examples and discuss how these approaches can be applied more broadly to strengthen team or organizational outcomes.*

4 = Exceeds Expectations

The employee frequently applies a thoughtful and structured approach to problem-solving. They explore relevant factors and often share well-supported solutions. Supervisor notes and self-tracking reflect steady progress in slowing down, thinking critically, and improving solution quality. *During check-ins, the supervisor*

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reinforces these positive patterns and encourages the employee to continue refining strategies for increasingly complex issues.

3 = Successful

The employee meets expectations by showing growth in their ability to pause and think through problems before acting. They explore contributing factors more often than not and choose reasonable solutions. Supervisor observations and employee examples indicate consistent improvement in how problems are approached and resolved. *During check-ins, the supervisor highlights progress and works with the employee to build greater consistency in applying a structured approach.*

2 = Needs Improvement

The employee occasionally takes time to assess problems before jumping to solutions, but this behavior is inconsistent. Supervisor observations suggest ongoing patterns of rushing or overlooking key elements. Documentation shows some effort, but the process still lacks depth or structure. *During check-ins, the supervisor reviews these gaps, emphasizes the risks of incomplete analysis, and provides guidance to help the employee strengthen their problem-solving habits.*

1 = Unsuccessful

The employee continues to rush to conclusions without taking time to understand the full scope of the problem. Their actions often overlook root causes or relevant information, resulting in repeated issues or short-term fixes. Both employee tracking and supervisor observations show little or no change in their approach. *During check-ins, the supervisor documents these persistent issues, reiterates clear expectations, and outlines the consequences if the employee does not improve their problem-solving approach.*

THINKING CRITICALLY

The ability to analyze information objectively, identify connections across sources, and form logical, well-supported conclusions.

Note on this Competency:

The following goals are written as **behavior goals** because they focus on how the employee processes information, evaluates evidence, and forms conclusions. These behaviors are visible through discussions, decision-making, and written communication and can be tracked through key examples.

If the agency needs to evaluate the quality of specific deliverables—like written reports, audits, or summaries—this may be more effective as a **performance goal** tied to measurable outcomes.

Examples of performance goals:

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- Submit 12 monthly data summary reports with well-supported recommendations based on at least two sources of data per report.

- Achieve a 90% accuracy rate in final audit reports by identifying root causes and providing evidence-based findings.

- Complete three case reviews each quarter, each demonstrating clear analysis of patterns and contributing factors, as confirmed by supervisor review.

Goal 1:

Strengthen critical thinking by evaluating relevant information, considering multiple perspectives, and drawing conclusions based on evidence rather than assumptions.

Metric:

The employee maintains a record of work decisions or analysis they completed, including brief reflections on how they evaluated information, identified connections, and drew conclusions. The supervisor also tracks key examples of the employee's use (or lack) of critical thinking when analyzing problems or making decisions. They meet quarterly to review both sets of documentation and assess growth in the employee's ability to form logical, well-supported conclusions.

Sample Evaluation Scale:

5 = Exceptional
The employee consistently analyzes information with clarity and objectivity, identifying relevant patterns, gaps, or contradictions across sources. Their documentation shows a clear and methodical approach to drawing well-supported conclusions. Supervisor observations reflect strong, repeatable critical thinking that improves the quality of decisions and work products. During check-ins, the supervisor should explore how the employee's critical thinking approach has impacted team or organizational outcomes and identify opportunities to share those practices with others.

4 = Exceeds Expectations
The employee frequently demonstrates thoughtful analysis and recognizes connections across information sources. Examples reveal solid logic and consistent effort to question assumptions or weigh alternatives. The supervisor notes clear improvement in the employee's reasoning and the reliability of their conclusions. *During check-ins, the supervisor should discuss which strategies are working well and how the employee can continue deepening their analysis in more complex or unfamiliar situations.*

3 = Successful
The employee meets expectations by demonstrating basic critical thinking skills. They can draw logical conclusions and show evidence of weighing options, though some patterns or deeper insights may be missed. Supervisor and employee documentation reflect steady use of sound reasoning aligned with the goal.

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During check-ins, the supervisor should highlight examples of solid reasoning and offer support for developing greater depth or connection-making when analyzing information.

2 = Needs Improvement

The employee shows occasional use of critical thinking but often relies on surface-level analysis or unsupported conclusions. Their documentation may lack depth, and supervisor observations suggest difficulty recognizing connections or challenging assumptions. Improvement is limited or inconsistent. *During check-ins, conversations should focus on identifying missed opportunities for deeper analysis and exploring specific tools or questions that could help the employee examine information more critically.*

1 = Unsuccessful

The employee continues to struggle with analyzing information objectively. Conclusions are frequently unsupported or based on incomplete understanding. Supervisor and employee documentation show minimal progress toward applying critical thinking in their work. *The supervisor should use check-ins to address consistent gaps in reasoning, provide structured guidance, and set short-term targets for improving how the employee processes and evaluates information.*

Goal 2:

Develop the ability to think critically by practicing objective analysis of information, identifying meaningful patterns and connections, and drawing conclusions that are logical and well-supported.

Metric:

The employee tracks key examples of situations where they analyzed information, identified relevant patterns or connections, and used evidence to support their conclusions. The supervisor documents observed examples of the employee applying critical thinking in their work and notes any patterns in how the employee develops and applies this skill. They meet quarterly to review both sets of documentation and discuss the employee's progress in building and applying critical thinking strategies.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently demonstrates strong critical thinking by drawing connections across sources, identifying patterns, and forming well-supported conclusions. Reflections show depth of analysis, and work products consistently reflect logic and objectivity. Supervisor documentation reinforces a notable and sustained growth in the employee's ability to think critically in complex or ambiguous situations. *During check-ins, the supervisor and employee review examples and explore ways to apply these skills to broader or more strategic tasks.*

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4 = Exceeds Expectations

The employee frequently applies critical thinking skills with growing independence and accuracy. Their examples reflect the use of evidence, thoughtful analysis, and logical conclusions. Supervisor observations note steady improvement and increasing consistency in how the employee approaches problems or decisions. *During check-ins, supervisors should review recent examples and identify additional opportunities to apply critical thinking.*

3 = Successful

The employee shows regular growth in applying critical thinking strategies to their work. Reflections and examples demonstrate an effort to analyze information more thoroughly and draw logical conclusions. The supervisor's documentation supports a clear trajectory of development. *During check-ins, the supervisor and employee assess current progress and discuss areas where critical thinking could be further strengthened.*

2 = Needs Improvement

The employee's application of critical thinking remains inconsistent. Examples may lack depth or show difficulty making connections or supporting conclusions. Supervisor notes indicate that improvement is limited or that progress has stalled. *During check-ins, the supervisor and employee discuss barriers and identify specific steps for improving analysis and decision-making.*

1 = Unsuccessful

The employee continues to struggle with critical thinking, often failing to analyze information objectively or draw logical conclusions. Reflections are sparse or show minimal effort. Supervisor documentation indicates little to no progress. *During check-ins, the supervisor addresses continued challenges and outlines a corrective plan to support improvement.*

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VALUING INCLUSION

The ability to recognize, appreciate, and support diverse backgrounds, perspectives, and experiences to improve outcomes across teams and organizations.

Goal 1:

Support an inclusive environment by avoiding biased language and behaviors and responding respectfully when differences arise, even when outside your comfort zone.

Metric:

The employee documents key examples of respectful interactions in situations involving differing viewpoints or backgrounds, noting any adjustments made to their language or behavior. The supervisor also tracks instances where the employee either contributed to or detracted from an inclusive environment. Concerns about biased or exclusionary conduct must be addressed immediately as they occur. Patterns and progress are discussed during quarterly check-ins to reinforce expectations and highlight growth.

Sample Evaluation Scale:

5 = Exceptional
The employee consistently demonstrates high awareness of how their words and actions affect others. They avoid biased language and behaviors, proactively create space for respectful dialogue, and respectfully redirect situations when bias is present. Supervisor and employee documentation show a sustained, positive impact on team culture, with evidence that their conduct models inclusive behavior for others. During check-ins, the supervisor highlights these examples and explores opportunities for the employee to mentor or influence broader team practices.

4 = Exceeds Expectations
The employee frequently demonstrates respect and awareness by checking their language and behavior and taking initiative to foster inclusive interactions. They show growing confidence in addressing bias when it arises, and supervisor documentation reflects steady progress across different contexts. During check-ins, the supervisor reviews examples that show the employee's proactive steps and encourages them to deepen consistency in more complex or high-stakes situations.

3 = Successful
The employee meets expectations by avoiding biased language and behaviors and interacting respectfully with others. They demonstrate a developing ability to notice and adjust in situations involving differences, though they may rely on prompts to do so. Supervisor and employee documentation confirm appropriate conduct, and quarterly check-ins are used to reinforce steady growth and discuss strategies for building confidence in handling challenging scenarios.

2 = Needs Improvement
The employee occasionally makes efforts to act respectfully but demonstrates lapses in language or behavior

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that can be perceived as biased, dismissive, or unprofessional. Supervisor documentation shows inconsistent growth and recurring concerns. These issues are addressed immediately when observed, and check-ins focus on specific examples, reinforcing expectations, and identifying practical strategies for improvement.

1 = Unsuccessful

The employee consistently demonstrates biased, exclusionary, or dismissive behavior, even after receiving feedback. Their actions undermine trust and create a negative impact on the work environment. Supervisor documentation reflects repeated issues, and corrective action is taken as incidents occur. During check-ins, the supervisor directly addresses ongoing patterns and reinforces the urgency of immediate, sustained improvement to meet minimum professional standards.

Goal 2:

Demonstrate growth in valuing inclusion by actively inviting participation from all team members, encouraging input from a range of perspectives, and using those viewpoints to strengthen team culture.

Metric:

The employee tracks key examples of inviting participation from team members with different perspectives, including notes on how those contributions influenced decisions or strengthened team culture. The supervisor also documents observed efforts to value inclusion and support engagement across viewpoints. They meet quarterly to review both sets of documentation and assess progress toward the goal.

Sample Evaluation Scale:

5 = Exceptional

The employee consistently invites participation from individuals with a variety of perspectives and backgrounds. Their contributions reflect a deep commitment to inclusion, regularly incorporating different viewpoints to enhance team culture, collaboration, and outcomes. Supervisor observations and employee documentation show a strong, sustained pattern of inclusive engagement. *During check-ins, the supervisor discusses how these efforts have strengthened the team and identifies opportunities to continue building on this inclusive approach.*

4 = Exceeds Expectations

The employee frequently seeks out and actively considers input from team members with different perspectives. They make thoughtful, deliberate efforts to incorporate those viewpoints into decisions, which strengthens collaboration and outcomes. Supervisor documentation and employee-tracked examples reflect consistent growth in valuing inclusion, with evidence of going beyond surface-level input to demonstrate genuine respect for differing perspectives. During check-ins, the supervisor highlights these examples and encourages the employee to broaden their influence by modeling inclusive behaviors across more complex or high-stakes situations.

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3 = Successful

The employee reliably makes efforts to invite participation from others and acknowledges varying viewpoints. Their examples show steady development in inclusive practices, though contributions may focus more on listening than on fully integrating perspectives into decisions. Supervisor observations confirm a noticeable shift toward broader engagement, even if the approach is not yet consistent in all situations. During check-ins, the supervisor and employee reflect on progress, identify moments where inclusion made a positive impact, and discuss strategies to strengthen confidence and consistency.

2 = Needs Improvement

The employee occasionally demonstrates inclusive behaviors, but these efforts are inconsistent, superficial, or limited to familiar team members. They often miss opportunities to seek out or incorporate perspectives from individuals with different experiences or backgrounds. Supervisor observations indicate hesitation, lack of awareness, or a tendency to default to comfortable voices, which restricts broader collaboration. During check-ins, the supervisor highlights specific missed opportunities, provides examples of situations where inclusion could have been stronger, and sets clear expectations for more deliberate outreach and engagement moving forward.

1 = Unsuccessful

The employee rarely or never invites participation or input from others, especially those with different perspectives or experiences. Interactions often reflect dismissiveness, disregard, or a pattern of engaging only with familiar voices. There is little or no evidence of valuing inclusion in tracked examples or supervisor observations. The lack of openness undermines team collaboration and limits innovation. *During check-ins, the supervisor addresses these patterns directly, clearly outlines expectations for meaningful change, and emphasizes the impact of exclusionary behaviors on trust, morale, and team performance.*

WORKING SAFELY

The ability to maintain a safe work environment by following established safety rules, procedures, and practices.

Note on Competency:
The following goals are written as **behavior goals** because they focus on *how* the employee maintains a safe work environment—following established rules, using equipment properly, and making safety-conscious decisions. These behaviors can be tracked through supervisor observations and specific examples of safe practices.

If the agency wants to emphasize **outcomes**, it may be more effective to frame this as a **performance goal** tied to measurable safety results. For example:

- "Maintain zero preventable workplace accidents within the performance year."

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- "Complete all required safety inspections on schedule with no missed items."

Goal 1:

Follow all established safety rules and procedures without repeated reminders, demonstrating personal responsibility for maintaining a safe work environment and reducing risk to self and others.

Metric:

The supervisor monitors the employee's compliance with safety procedures on an ongoing basis and documents all observed safety violations, near misses, or concerns, as well as any corrective actions taken. Safety behavior is addressed immediately when needed and reinforced during regular one-on-ones to ensure sustained adherence to established rules and practices.

Sample Evaluation Scale:

5 = Exceptional
The employee models workplace safety at an advanced level by identifying potential hazards, taking proactive steps to address them, and helping others improve their safety practices. They contribute to building a culture of safety that goes beyond compliance. Supervisor documentation shows impactful contributions to improving team or agency safety outcomes. During check-ins, the supervisor should discuss the employee's leadership in safety and explore how their actions have influenced broader safety practices or team behavior.

4 = Exceeds Expectations
The employee consistently follows safety rules and procedures and demonstrates initiative by identifying and correcting potential issues before they escalate. They rarely require reminders and occasionally assist others in maintaining safety standards. Supervisor documentation shows strong independent application and contributions beyond personal compliance. *During check-ins, the supervisor should highlight the employee's initiative and encourage continued involvement in team safety improvements.*

3 = Successful
The employee independently follows all established safety rules, procedures, and practices without the need for reminders or corrections. They demonstrate reliable, consistent adherence to safe work behaviors. Supervisor documentation reflects satisfactory safety performance across all assigned tasks. *During check-ins, the supervisor should affirm the employee's consistency and reinforce the expectation of continued independent safety compliance.*

2 = Needs Improvement
The employee inconsistently follows safety procedures and occasionally overlooks rules or requires reminders to correct unsafe behaviors. These lapses may create minor safety concerns or require supervisor intervention. Supervisor documentation shows a pattern that needs attention and improvement. *During check-ins, the supervisor should review specific examples of noncompliance, provide coaching on expectations, and set clear improvement goals.*

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1 = Unsuccessful

The employee frequently disregards or fails to follow safety procedures, posing risks to themselves or others. They may resist corrective feedback or repeat unsafe behaviors. Supervisor documentation includes multiple incidents of concern, lack of improvement, or formal disciplinary action. *During check-ins, the supervisor should clearly document safety violations, review corrective actions taken, and discuss next steps or consequences if performance does not improve.*

Goal 2:

Proactively contribute to a safe work environment by identifying potential safety risks, reporting concerns promptly, and recommending improvements to safety procedures or practices.

Metric:

The supervisor tracks the employee's safety reports, suggestions, or identified risks and evaluates the timeliness and relevance of each contribution. During regular check-ins, they discuss how the employee's actions have contributed to a safer work environment and identify any patterns or opportunities for further growth.

Sample Evaluation Scale:

5 = Exceptional

The employee demonstrates a leadership mindset in workplace safety by proactively identifying emerging risks, initiating safety improvements, and encouraging a culture of safety among peers. Their actions consistently go beyond individual responsibilities and contribute to broader team or organizational safety outcomes. *During check-ins, the supervisor discusses examples where the employee led or influenced safety improvements and reviews the broader impact of their actions.*

4 = Exceeds Expectations

The employee frequently identifies risks early, addresses or escalates concerns independently, and looks for ways to improve safety practices. They demonstrate initiative and strong situational awareness. *During check-ins, the supervisor reviews instances of proactive safety behavior and encourages continued initiative.*

3 = Successful

The employee consistently identifies and responds to safety concerns appropriately and in a timely manner. They follow procedures, escalate when needed, and contribute to a safe work environment through reliable, responsible actions. *During check-ins, the supervisor reviews recent safety actions and confirms continued consistency in awareness and response.*

2 = Needs Improvement

The employee sometimes overlooks or delays response to safety risks. They may need reminders to follow

procedures or to escalate concerns in a timely way. *During check-ins, the supervisor provides coaching and reinforces the importance of timely safety actions and procedural compliance.*

1 = Unsuccessful
The employee fails to identify or act on safety concerns, even after repeated reminders. Their behavior creates risk for themselves or others and demonstrates disregard for established safety protocols. *During check-ins, the supervisor addresses specific failures, outlines corrective actions, and reinforces the consequences of continued unsafe behavior.*

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