

CHAPTER 2
LEADERSHIP DEVELOPMENT PLAN

AUGUST 2017

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CHAPTER 2

LEADERSHIP DEVELOPMENT PLAN

1. PURPOSE. The purpose of the Leadership Development Plan (LDP) is to establish and implement a departmental leadership development program to develop future leaders in alignment with the California Department of Human Resources (CalHR) Statewide Leadership Development Program.

2. OBJECTIVES.
 - a. Establish a standardized method of identifying and supporting departmental supervisory, managerial, and executive employees with a desire to improve personal leadership skills.
 - b. Establish and implement a multilevel departmental leadership development program that incorporates and expands other established departmental programs aimed at developing leadership skills.
 - c. Clarify and reinforce the California Highway Patrol (CHP) leadership philosophy.
 - d. Identify, define, and promote recognized leadership skills at all levels of the Department.

3. RESPONSIBILITIES.
 - a. Organizational Development Section. The Personnel and Training Division (PTD), Organizational Development Section (ODS), is responsible for development of departmental training for employees, as well as identification of external training programs, including training geared toward improving leadership skills.
 - b. Selection Standards and Examinations Section. The PTD, Selection Standards and Examinations Section, is responsible for the CHP 14, Leadership Development Plan, and incorporation of the LDP into the departmental performance appraisal process.
 - c. Departmental Managers and Supervisors. Departmental managers and supervisors are responsible for promoting and supporting the Department's LDP, working with subordinate employees to identify and provide meaningful leadership development opportunities, and evaluating and approving employee requests to participate in training or other activities aimed at leadership development.

d. Departmental Employees. It is incumbent upon employees to seek out opportunities to learn, practice, and improve leadership skills through research, training, and special assignments. While preparation of an LDP is optional, employees are strongly encouraged to participate in the program and actively utilize the available leadership development resources in paragraph 4. of this chapter.

4. RESOURCES FOR LEADERSHIP DEVELOPMENT.

a. Leadership Development Program. The General Order 10.22, Succession Planning Cadre, establishes a departmental program to enhance the development of future leaders within the Department. The program staff serves as an advisory body to the Commissioner, with the primary purpose of identifying innovative ways to develop leadership at all levels within the Department.

b. Organizational Development Section. The ODS intranet Web site includes resources for both departmental and external training. Refer to Highway Patrol Manual (HPM) 70.13, Departmental Training Manual, for more information.

(1) Available departmental training courses are listed on the [Training Course Catalog](#) link. Employees can find a list of traditional classroom courses on the [ODS Course Directory](#) link, and a list of online courses at the [Online Training](#) or [ODS Online Training](#) links.

(2) External online training, such as the [California Commission on Peace Officer Standards and Training \(POST\) Learning Portal – Training Site](#), and [Federal Bureau of Investigation \(FBI\) Virtual Academy](#), are also available through links on the ODS intranet Web site.

(3) Communications Network Messages are posted by ODS throughout the year, soliciting applications for departmentally approved external training programs focused on leadership development. These opportunities include programs such as the FBI Fellowship, FBI National Academy, FBI California Law Enforcement Executive Development Seminar, POST Command College, POST Supervisory Leadership Institute, Deputy Leadership Institute, and Leadership for the Government Manager. The ODS intranet Web site includes a link for [Specialized Training Committee Résumés](#) with templates for employees interested in applying for these opportunities. Refer to HPM 70.13, Chapter 4, Specialized Training Committee, for additional information.

(4) The ODS intranet Web site also includes a link to the [Law Enforcement Executive Reading List](#). This is a comprehensive list of suggested books for both uniformed and nonuniformed employees interested in self-improvement geared toward leadership.

c. Online Departmental Resources. The Resources tab of the CHP Intranet site includes a link to a Supervisors & Managers Web page. This Web page includes links to the Leadership Development and the Leadership Development Program Projects Web pages containing various resources for employees seeking to improve their personal leadership skills.

d. California Department of Human Resources Statewide Leadership Development Program. The CalHR developed a comprehensive Statewide Leadership Development Program, including a Statewide Leadership Development Model that outlines the philosophy, values, and key competencies recommended for developing multilevel training programs for supervisors, managers, and executives within state government. A link to the Statewide Leadership Development Program is included on the Leadership Development Plan Web page.

(1) Philosophy. The CalHR model defines the philosophy of the Statewide Leadership Development Program as one that encourages departmental leaders to develop and inspire their employees to deliver exceptional results.

(2) Values. The CalHR model defines nine core values departmental leaders should strive to maintain.

(a) Achieve Results. Leaders should strive to achieve results “as demonstrated by setting a clear vision to achieve measurable results by developing plans, leveraging staff skills, and delivering sustainable products and services.”

(b) Build Collaborative Relationships. Leaders should strive to build collaborative relationships “as demonstrated by fostering an inclusive environment and encouraging and facilitating the sharing of information and ideas.”

(c) Communicate Effectively. Leaders should strive to communicate effectively “as demonstrated by strong written, verbal, and listening skills to create an open and transparent environment for the exchange of information.”

(d) Develop Others. Leaders should strive to develop others “as demonstrated by a commitment to coach, mentor, and develop team members, and empower others through a sense of shared ownership and decision-making.”

(e) Exhibit Personal Credibility. Leaders should strive to exhibit personal credibility “as demonstrated by authenticity, consistency, decisiveness, honesty, integrity, and good judgment.”

(f) Foster a Team Environment. Leaders should strive to foster a team environment “as demonstrated through support and recognition of teams and team members, and supporting work-life balance and employee wellbeing.”

(g) Improve Our Organization. Leaders should strive to improve our organization “as demonstrated by a commitment to pursue continuous improvement in order to better serve our customers.”

(h) Inspire and Engage. Leaders should strive to inspire and engage “as demonstrated by an ability to motivate others to commit to a mission or plan, challenge individuals professionally and personally to achieve goals, connect employees to the work, and celebrate success.”

(i) Model Good Governance. Leaders should strive to model good governance “as demonstrated by stewardship of customer service, accountability, transparency, sustainability, policy, compliance, risk mitigation, and solid business acumen.”

(3) Competencies. Competencies, as defined here, are the knowledge, skills, and behaviors needed to succeed in a job. The CalHR identifies four groups of competencies applicable to the state government workforce: core, leadership, occupation, and job specific. While occupation and job specific competencies are the responsibility of each state agency, CalHR has developed a Core Competency Model and a Leadership Competency Model that, together, articulate a set of competencies needed to develop strong leadership skills. Familiarity with these competencies will enable departmental supervisors and managers to understand what is expected of them in their roles as leaders, know the key behaviors they are expected to demonstrate, provide a base for discussion with their supervisor regarding strengths and areas in need of development, and align training and development opportunities for current and future growth as a departmental leader.

(a) Core Competency Model. The CalHR Core Competency Model identifies ten competencies essential to developing a successful employee. The core competencies are a guideline for developing and maintaining self-leadership.

- 1 Adaptability.
- 2 Collaboration.
- 3 Communication.
- 4 Customer Engagement.

- 5 Digital Fluency.
- 6 Ethics and Integrity.
- 7 Fostering Diversity.
- 8 Innovative Mindset.
- 9 Interpersonal Skills.
- 10 Resilience.

(b) Leadership Competency Model. The CalHR Leadership Competency Model identifies six competencies essential to developing a successful leader. The leadership competencies are a guideline for developing and maintaining team leadership.

- 1 Business Acumen.
- 2 Inspirational Leadership.
- 3 Results-Driven.
- 4 Stewardship.
- 5 Talent Management.
- 6 Vision and Strategic Thinking.

5. LEADERSHIP DEVELOPMENT PLAN. The CHP has adopted the CalHR Core Competency Model and Leadership Competency Model in developing a departmental LDP. The departmental LDP includes 16 competencies to be used for the development of departmental leaders. A list of the competencies, key skills required for each competency, and behavioral indicators to identify the level of proficiency in relation to each competency are included in Annex A, Leadership Competencies, of this chapter.

a. CHP 14, Leadership Development Plan. The CHP 14 was developed as a tool to assist departmental employees with the identification and development of recognized leadership competencies as defined in the Statewide Leadership Development Model. The form provides a means for employees to record and evaluate their progress toward acquiring the necessary leadership skills to become successful leaders within their chosen career paths. Participation in the LDP is optional, but the CHP 14 shall be discussed and made available to all departmental supervisors and managers during the annual performance appraisal process. The performance appraisal forms for all supervisory and managerial employees shall

indicate the CHP 14 was offered to the employee, and shall indicate whether or not the employee chose to complete a CHP 14.

(1) Description. The CHP 14 lists 16 competencies, their definitions, and the key skills required for each competency. Each competency includes a box to identify the employee's current proficiency level, and a box to document the employee's plan to improve their understanding and abilities in relation to the competency.

(2) Process. All departmental employees at the supervisory and managerial level shall be offered the CHP 14 at the time of their annual performance evaluation. Employees wishing to prepare an LDP will work with their immediate supervisor to prepare a draft CHP 14 in conjunction with the annual evaluation. A final version of the CHP 14, completed through Section A—Competencies, shall be prepared by the employee and forwarded to their immediate supervisor for completion of Section B—Supervisor Comments. The supervisor shall print the CHP 14, and the employee, supervisor, and reviewer shall sign and date Section C—Signatures within 30 days of the annual performance evaluation. The reviewer will be the next level of supervision over the employee's immediate supervisor. The supervisor shall review the CHP 14 with the employee quarterly to determine progress toward meeting the LDP, and complete Section D—Quarterly Review.

(3) Completing the CHP 14, Leadership Development Plan.

(a) Identification Information. The appropriate identification information shall be entered by the employee in the space provided at the top of the CHP 14.

1 Appointment Date. Enter the date the employee was appointed to the current classification.

2 Name. Enter the last name, first name, and middle initial of the employee.

3 Identification Number. Enter the employee's departmental identification number.

4 Location Code. Enter the location code to which the employee is permanently assigned.

5 Assignment. Enter the name of the Division, Area, or section/unit to which the employee is assigned.

6 Classification. Enter the employee's civil service classification.

7 Discussion Date. Enter the date of the discussion.

(b) Section A–Competencies. The employee, with assistance from their immediate supervisor, shall complete Section A–Competencies of the CHP 14. Section A–Competencies includes ten core competencies and six leadership competencies, their definitions, and key skills required for each competency. The employee and supervisor shall review Annex A to familiarize themselves with the competencies prior to completing the CHP 14.

1 Current Proficiency Level. Each competency includes a check box to identify the employee’s current proficiency level: Novice, Basic, Intermediate, Advanced, or Expert. Annex A provides a detailed description of the behavior indicators that define each level. The employee shall check the box that most closely aligns with their current level of proficiency.

2 Leadership Development Plan. Space is provided on the CHP 14, below each competency, to include an LDP.

a The LDP may include recommended reading materials or videos; in-service or out-service training suggestions; command or other departmental assignments, activities, or tasks; or personal goals that will provide the employee with a real opportunity to develop, practice, or improve the leadership competency.

b The employee is not required to develop a plan for every competency. While the employee’s supervisor is encouraged to suggest areas where the employee could use some improvement, the employee will ultimately be the one to decide which competencies will be addressed on the CHP 14.

c If more space is needed for the LDP, additional sheets of paper may be attached to the CHP 14.

(c) Section B–Supervisor Comments. The employee’s supervisor should enter a general comment or overview of the employee’s leadership skills in the space provided.

(d) Section C–Signatures.

1 Signature of the Employee. The employee shall sign and date the form.

2 Signature of the Supervisor. The supervisor's name shall be typed or printed, then the supervisor shall sign and date in the appropriate spaces.

3 Signature of Reviewer. The reviewer's name shall be typed or printed, then the reviewer shall sign and date in the appropriate spaces.

4 Initials. The employee, supervisor, and reviewer shall initial the appropriate box at the bottom of each page of the CHP 14, as well as any additional sheets of paper attached to the CHP 14.

(e) Section D–Quarterly Review.

1 The employee and supervisor shall review the CHP 14 at the end of each quarter following the initial date of discussion to determine the employee's progress toward meeting the LDP. Section D–Quarterly Review should be completed by the supervisor. Quarterly comments should include LDP items completed by the employee (i.e., books read, videos watched, training or special assignments completed) and a summary of items to be completed in the coming quarter. The fourth quarter comments should indicate the employee's overall success in completing the LDP. The employee, supervisor, and reviewer shall initial the appropriate boxes for the quarter and indicate the date the quarterly CHP 14 review was completed.

(4) Completion, Distribution, and Retention.

(a) Completion. Final copies of the CHP 14 may be typed or printed; however, all completed LDPs must be legible. The most recent revision of the form should be utilized.

(b) Distribution.

1 The original CHP 14 shall be placed in the employee's field personnel folder.

2 One copy of the CHP 14 shall be returned to the employee.

(c) Retention. The CHP 14 shall be retained by the command for a period of one year from the original date of discussion.

ANNEX A

LEADERSHIP COMPETENCIES

The CHP 14, Leadership Development Plan, includes ten core competencies and six leadership competencies identified as essential for the development of successful leaders. A definition of each competency, the key skills required for each competency, and behavioral indicators to identify the level of proficiency in relation to each competency are listed in this annex.

1. CORE COMPETENCIES.

a. Adaptability.

(1) Definition. Flexible and works well in a variety of situations, and with various individuals and groups. Open to different and new ways of doing things; willing to modify one's preferences and priorities.

(2) Key Skills.

- (a) Builds Consensus.
- (b) Flexible and Receptive.
- (c) Stress Management.
- (d) Prioritization.

(3) Proficiency Levels.

(a) Novice.

- 1 Aware of, and open to, change.
- 2 Understands the need to be flexible.
- 3 Accepts there are different ways to complete tasks.
- 4 Recognizes a need to handle stress, setbacks, and changing priorities.

(b) Basic.

- 1 Considers information and responds positively to change.

2 Has a flexible approach to work, which includes various work situations, roles, tasks, and ideas.

3 Seeks diverse viewpoints and inputs to achieve work outcomes.

4 Uses successful techniques to handle stress, setbacks, and changing priorities.

(c) Intermediate.

1 Advocates and models a positive response to change.

2 Seeks out new approaches to work, including various work situations, roles, tasks, and ideas.

3 Uses diverse viewpoints and inputs to create synergistic outcomes.

4 Learns from stressful situations, setbacks, and changing priorities in order to mitigate impact in the future.

(d) Advanced.

1 Leads, models, and supports self and others positively through change.

2 Leads teams in designing and implementing new organizational structures, procedures, and technology.

3 Champions diverse viewpoints and models a willingness to modify a strongly held position in the face of contrary evidence.

4 Guides teams to alternative strategies when an initially selected one is unsuccessful; leads change effectively to minimize stress and optimize results.

(e) Expert.

1 Initiates and drives change within the organization when information dictates the need to change.

2 Establishes an environment that encourages and supports new organizational structures, changes in procedures, and other innovative solutions that respond quickly and effectively to unexpected and rapidly changing conditions.

3 Creates an organizational culture where differing viewpoints are valued.

4 Considers and prioritizes internal and external factors (legislative, media, budget, etc.) in an ever-changing environment and provides strategic direction.

b. Collaboration.

(1) Definition. Develops, maintains, and strengthens relationships while working together to achieve results.

(2) Key Skills.

(a) Teamwork.

(b) Inclusive.

(c) Relationship Building.

(d) Conflict Resolution.

(3) Proficiency Levels.

(a) Novice.

1 Seeks assistance, information, and support from others.

2 Builds relationships within the workplace.

3 Shows respect for others.

4 Handles conflict constructively and views failure as an opportunity to learn.

(b) Basic.

1 Builds relationships with others whose assistance, cooperation, and support may be needed.

2 Provides assistance, information, and support to others to build a basis for reciprocity.

3 Demonstrates a willingness to work collaboratively and openly.

4 Uses appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/team members.

(c) Intermediate.

1 Builds and maintains mutually beneficial relationships by working collaboratively with diverse groups or teams.

2 Gathers information and support from others to inspire a shared vision to accomplish goals and objectives.

3 Incorporates a range of perspectives and cultural norms while reinforcing common ground and shared goals.

4 Establishes expectations to resolve disagreements in a constructive manner.

(d) Advanced.

1 Fosters mutually beneficial relationships by creating collaborative networks to achieve organizational goals.

2 Assists others within and outside the organization in the development of collaborative networks in order to meet shared business objectives.

3 Seeks input and listens to colleagues, staff, stakeholders, and customers and considers their diverse opinions in order to achieve shared goals.

4 Fosters an environment that promotes rapid identification and resolution of potential conflicts.

(e) Expert.

1 Develops networks and builds alliances with others (e.g., professional colleagues) in order to achieve the strategic goals and objectives of the organization and works with others to resolve differences within and outside the organization.

2 Applies a transformational leadership approach where one seeks input on team performance, incorporates feedback, implements new ideas, helps others, and engages all stakeholders.

3 Inspires teams to accomplish long-term strategic goals and objectives.

4 Resolves conflicts impacting the organization due to competing objectives, limited resources, or differing perspectives.

c. Communication.

(1) Definition. Listens, writes, and presents ideas, opinions, and information in diverse situations.

(2) Key Skills.

(a) Clarity and Context.

(b) Presenting and Facilitating.

(c) Active Listening.

(d) Influence.

(3) Proficiency Levels.

(a) Novice.

1 Uses the essential components of good communication.

2 Demonstrates the importance of sharing and presenting information.

3 Demonstrates active listening.

4 Aware of the influence of various forms of nonverbal, verbal, and written communication.

(b) Basic.

1 Ensures regular communication takes place within an area of responsibility and written communication is clear and concise.

2 Uses a variety of accessible methods to share and present information.

3 Uses active listening skills.

4 Understands the importance of nonverbal, verbal, and written messages to effectively and accurately convey meaning and influence.

(c) Intermediate.

1 Ensures information sent and received is clear, concise, and timely for the intended audience. Written communication requires little or no correction.

2 Presents information and facilitates internal discussions with individuals and groups.

3 Listens actively and provides full attention which includes asking clarifying questions.

4 Professionally influences others using nonverbal, verbal, and written communications to effectively and accurately convey meaning.

(d) Advanced.

1 Presents information appropriate in content, professional in both tone and language, and tailored to the recipient and audience. Written communication requires little or no correction.

2 Presents information and facilitates internal and external discussions with individuals and groups to persuade action.

3 Listens actively and gives the necessary time for discussion, asks follow up and probing questions, and reads nonverbal cues.

4 Uses a collaborative communication approach in the decision-making process to identify others' most important concerns and seeks a win-win solution.

(e) Expert.

1 Coaches and mentors others on identifying the most effective and appropriate method to convey information based on the sensitivity and complexity of the information and the intended audience.

2 Presents and communicates sensitive and difficult information using the appropriate communication style for the audience and effectively persuades and influences others and demonstrates support for final decisions and outcomes of the organization.

3 Creates an environment that encourages and supports active listening throughout the organization and models active listening in interactions with others and coaches others on the art of listening and communication.

4 Establishes organizational expectations for the delivery of professional communications, ensures staff have the tools and resources to meet expectations, monitors the organization's performance against expectations, and holds staff accountable for accurate and timely communications.

d. Customer Engagement.

(1) Definition. Creates a connection with internal and external customers through positive experiences and exceptional service in response to current and future needs.

(2) Key Skills.

(a) Service Centric.

(b) Critical Thinking.

(c) Problem Solving.

(d) Solution Oriented.

(3) Proficiency Levels.

(a) Novice.

1 Presents a positive manner with all customers.

2 Identifies problems and needs within the workplace.

3 Asks clarifying questions to ensure customer satisfaction.

4 Realizes customers define solution and service value.

(b) Basic.

1 Serves customers and solves problems quickly and effectively.

2 Breaks down a task or problem into components and applies a multistep analytical process.

3 Examines information broadly, analyzes data, and utilizes critical thinking to serve customers.

4 Develops multiple solutions and provides pros and cons to determine effectiveness in delivering customer value.

(c) Intermediate.

1 Seeks customer feedback to investigate ways to improve the customer experience.

2 Recognizes and prioritizes problems and needs in order to develop alternatives and solutions.

3 Analyzes information and data thoroughly utilizing critical thinking skills that lead to conclusions and customer solutions.

4 Develops and implements ways to measure, track, and maintain a high level of customer satisfaction (benchmarks, metrics, etc.), and identifies and solves customer problems quickly and effectively.

(d) Advanced.

1 Creates an environment where teams are empowered to provide value and put customers first.

2 Promotes and supports a systematic and data-based approach to solving complex tasks or problems while considering the impact of unconscious bias.

3 Evaluates evidence, recommendations, and conclusions to determine a course of action for customer solution implementation.

4 Builds policies and procedures and secures resources required to maintain this standard to support the effective and efficient delivery of products or services that provide customer value.

(e) Expert.

1 Translates operational customer feedback into strategic improvements.

2 Anticipates and identifies highly sensitive problems which may affect the organization, other departments, and/or outside stakeholders.

3 Synthesizes information provided by the management team and stakeholders, asks effective probing questions and considers the strategic goals and objectives of the organization when aligning priorities and resources.

4 Implements solutions, including policy changes and legislative changes, to highly sensitive organizational challenges based on a continuous effort to build, increasing value for the customers and communicates this value to every employee.

e. Digital Fluency.

(1) Definition. Use technology effectively in the performance of one's job. Includes the integration and acceptance of new technology when appropriate.

(2) Key Skills.

- (a) Leverage Technology.
- (b) Information Security.
- (c) Systems Management.
- (d) Data-Driven Decisions.

(3) Proficiency Levels.

(a) Novice.

1 Understands the appropriate use of technology to effectively complete duties.

2 Adheres to information security policy.

3 Understands how to use technology tools, including computer components and functions (e.g., Web browsing, e-mail).

4 Understands the importance of data collection.

(b) Basic.

1 Uses the appropriate technology tools to work collaboratively in person and remotely.

2 Demonstrates basic knowledge of ethical and legal issues related to information technology and protects information accordingly.

3 Uses technology tools to produce work products.

4 Uses technology to gather, analyze, and present data to inform decision making.

(c) Intermediate.

1 Implements technology to improve work processes.

2 Mitigates risk to ensure work products are in compliance with information security policy and recommends enhancements as needed.

3 Uses technology tools including computer components and functions to monitor performance and quality of the team's deliverables.

4 Interprets and evaluates data to enhance the quality of decision making.

(d) Advanced.

1 Uses and promotes technology collaboratively to simplify and streamline tasks to complete work anywhere.

2 Promotes awareness of ethical and legal issues, evaluates information technology safeguards, and protects information appropriately.

3 Promotes the use of technology to increase effectiveness in achievement of objectives.

4 Identifies and applies data for broader evidence-based decision making.

(e) Expert.

1 Champions innovation and the integration of technology into the organization.

2 Creates and enforces policies and procedures to mitigate ethical and legal issues regarding information technology.

3 Authorizes funding and resources for tools to support the organization's mission and strategic goals.

4 Uses data from continual changes in the environment (e.g., industry, workforce) for evidence-based decision making to prepare for opportunities or problems.

f. Ethics and Integrity.

(1) Definition. Behaves in a trustworthy, fair, and forthright manner. Respects concerns shared by others and follows through on commitments.

(2) Key Skills.

(a) Authentic.

(b) Reliable.

(c) Trustworthy.

(d) Credible.

(3) Proficiency Levels.

(a) Novice.

1 Demonstrates open, honest, and respectful communication.

2 Displays approachable, supportive, fair, and ethical behavior.

3 Shows professionalism by following required guidelines and rules.

4 Follows through with commitments.

(b) Basic.

1 Establishes open, honest, and respectful communication.

2 Demonstrates ethical behavior in decision making.

3 Actively demonstrates reliability and importance of work to customers and peers.

4 Displays credibility by telling the truth in all dealings, decisions, and actions.

(c) Intermediate.

- 1 Models and encourages open, honest, and reliable communication.
- 2 Establishes expectations for ethical behavior in the workplace. Holds self and others accountable, builds trust, and maintains confidentiality.
- 3 Follows through on commitments and develops reliable working rapport with customers, peers, and teams.
- 4 Models personal and professional credibility as a leader.

(d) Advanced.

- 1 Fosters and demonstrates an environment that supports open, honest, and reliable communication.
- 2 Identifies ethical dilemmas and conflicts of interest in order to take appropriate action.
- 3 Encourages an environment that develops reliable working rapport with customers, peers, and teams, and follows through on commitments.
- 4 Cultivates a credible work environment by setting clear expectations, being consistent, trustworthy, and by applying fair guidelines and rules.

(e) Expert.

- 1 Models open, genuine, and reliable communications.
- 2 Establishes an environment of honest, open communications throughout the organization. Ensures a high level of professional standards, procedures, and policies are adhered to across the organization.
- 3 Establishes throughout the organization a culture of respect at all levels. Sets expectations so diverse views are considered and creates an environment that emphasizes integrity.

4 Responsible for creating an organizational culture of credibility that values and recognizes the contributions and commitment of all employees.

g. Fostering Diversity.

(1) Definition. Works effectively in an inclusive workplace where individual differences and perspectives are respected and leveraged to achieve organizational goals.

(2) Key Skills.

- (a) Fair and Equitable.
- (b) Diversity and Inclusion.
- (c) Open to Others and New Ideas.
- (d) Respectful.

(3) Proficiency Levels.

(a) Novice.

- 1 Treats others fairly and without prejudice or bias.
- 2 Values and embraces diversity in the workplace.
- 3 Includes others in conversations and work-related activities.
- 4 Respects different perspectives and adheres to related departmental policies.

(b) Basic.

- 1 Influences others to treat those around them fairly and without prejudice or bias.
- 2 Seeks diverse perspectives in the workplace.
- 3 Invites others to engage in conversations and work-related activities to seek varied input.
- 4 Understands and learns from different perspectives and adheres to related departmental policies.

(c) Intermediate.

1 Ensures all staff understand and comply with the sexual harassment prevention and antidiscrimination policies, laws, and rules. Models appropriate workplace behavior and intervenes promptly if inappropriate behavior occurs.

2 Promotes and ensures diverse perspectives are sought and utilized in the workplace.

3 Builds inclusive teams that leverage diverse capabilities to strengthen service delivery.

4 Takes prompt and effective action if inappropriate behavior occurs and ensures adherence to related departmental policies.

(d) Advanced.

1 Develops, implements, and promotes policies and procedures that ensure a work environment free of harassment and discrimination.

2 Recruits and leverages talent with diverse perspectives and experience to enhance the delivery of products and services.

3 Engages teams to develop and leverage diverse capabilities to enhance services and create an inclusive workplace.

4 Creates an environment in which employees respect and value different cultures, ideas, and experiences.

(e) Expert.

1 Establishes a work environment free of harassment and discrimination. Ensures there are appropriate policies, processes, and procedures established to respond expeditiously and fairly to complaints of harassment and discrimination.

2 Develops and applies strategies to promote a culture that benefits from diverse strengths.

3 Fosters an inclusive work environment, using the latest findings from the behavioral sciences regarding unconscious bias, where diversity and individual differences are valued and used positively to achieve the mission and strategic goals of the organization.

4 Ensures there are policies, processes, and procedures that address the organization's expectations for respectful behavior.

h. Innovative Mindset.

(1) Definition. Demonstrates curiosity, develops new insights, considers creative approaches, and applies novel solutions.

(2) Key Skills.

- (a) Continual Learning.
- (b) Curiosity and Creativity.
- (c) Leverages Opportunities.
- (d) Measured Risk Taking.

(3) Proficiency Levels.

(a) Novice.

- 1 Exhibits an effort towards continuous learning.
- 2 Shows curiosity for new information.
- 3 Demonstrates awareness of alternative approaches.
- 4 Considers what needs to be done and reflects on actions.

(b) Basic.

- 1 Continuously pursues learning opportunities.
- 2 Explores and proposes new approaches, methods, or techniques to gather information.
- 3 Recognizes and recommends potential opportunities.
- 4 Identifies what needs to be done, takes action, and reflects on outcomes.

(c) Intermediate.

- 1 Seeks and promotes professional development through new knowledge, training, and responsibilities.
- 2 Encourages collaboration, brainstorming, innovation, and new ideas while connecting information from various sources.
- 3 Evaluates and leverages opportunities.
- 4 Recognizes and uses sound judgment, evidence, and experimentation to better serve customers.

(d) Advanced.

- 1 Fosters a learning culture by supporting development opportunities, training, mentoring, and knowledge transfer.
- 2 Facilitates partnerships to enable creative and innovative solutions.
- 3 Supports and maximizes the benefits of new opportunities.
- 4 Supports and encourages teams to use evidence to influence change and innovate to overcome obstacles and better serve customers.

(e) Expert.

- 1 Aligns strategic goals to support a learning culture and secures sufficient funding for staff training and development needs.
- 2 Sees the big picture and supports innovation through open communication and collaboration. Embraces forward-thinking experimentation to enhance products and services.
- 3 Champions the development of collaborative opportunities inside and outside the organization including the adoption of new methods or processes to foster and encourage innovation.
- 4 Creates a culture of informed and measurable risk taking and experimentation in order to align innovative efforts with the organization's vision and strategic goals.

i. Interpersonal Skills.

- (1) Definition. Interacts positively with courtesy, sensitivity, and respect with a variety of individuals and makes every effort to understand and relate to others.

(2) Key Skills.

- (a) Emotional Intelligence.
- (b) Empathy.
- (c) Social and Self-Aware.
- (d) Professional Conduct.

(3) Proficiency Levels.

(a) Novice.

- 1 Considers choice of words, tone of voice, expressions, and other nonverbal behavior to ensure appropriate communication.
- 2 Recognizes emotional awareness of self and others.
- 3 Demonstrates an awareness that others have different interests and concerns.
- 4 Is courteous and respectful to others.

(b) Basic.

- 1 Notices and accurately interprets what others are feeling based on their choice of words, tone of voice, expressions, and other nonverbal behavior.
- 2 Demonstrates respect and empathy for others.
- 3 Understands the interests and concerns of others to establish trust.
- 4 Shows careful consideration of others in day-to-day interactions.

(c) Intermediate.

- 1 Considers what others are feeling based on their choice of words, tone of voice, expressions and other nonverbal behavior, and adjusts appropriately.
- 2 Works to understand the perspective of others and demonstrates empathy.

3 Adapts one's approach based on the preferences and strengths of others.

4 Applies professional etiquette proactively in broad situations.

(d) Advanced.

1 Uses skills to build emotional intelligence including emotional self-control, transparency, optimism, empathy, reading nonverbal cues, and self-confidence.

2 Understands the perspective of others and demonstrates empathy in support of the individual and teams.

3 Adapts one's approach and influences teams by leveraging the preferences and strengths of others when making decisions.

4 Leads others by modeling professional etiquette in broad situations.

(e) Expert.

1 Assesses nonverbal cues and unspoken complex submessages to identify the concerns and interests of others. Mentors others in the development of perception skills.

2 Knows when to share information, how much information to share, and who to share information with, particularly in sensitive situations. Adapts the communication accordingly.

3 Creates an environment that encourages self-awareness and promotes personal and professional development. Assists teams in adapting to any changes in direction or overcoming obstacles.

4 Establishes organizational expectations for the delivery of professional etiquette in all interactions.

j. Resilience.

(1) Definition. Overcomes challenges, does the job, and remains optimistic under pressure and adversity.

(2) Key Skills.

(a) Identifies Issues.

- (b) Agile.
 - (c) Continuous Improvement.
 - (d) Prudence.
- (3) Proficiency Levels.
- (a) Novice.
 - 1 Understands what it means to persevere in the face of adversity.
 - 2 Recognizes the value of pursuing quality work.
 - 3 Adapts quickly to novel and changing situations.
 - 4 Considers others when making decisions.
 - (b) Basic.
 - 1 Overcomes setbacks to conquer challenges.
 - 2 Maintains quality standards on products and services.
 - 3 Learns quickly in new situations and applies new information.
 - 4 Takes responsibility and shows sound judgment when making decisions.
 - (c) Intermediate.
 - 1 Performs effectively, considers changing objectives and competing priorities.
 - 2 Ensures unit's effectiveness and quality through continuous improvement.
 - 3 Inspires and builds confidence in others.
 - 4 Considers multiple points of views, interests, and concerns of others when providing guidance or making decisions.
 - (d) Advanced.

1 Sets goals, prioritizes, and anticipates possible consequences of decisions in order to make alternate plans.

2 Sets the expectation for high quality standards by encouraging continuous improvement efforts.

3 Open to others' viewpoints and able to voice one's own opinion, synthesize feedback, resolve conflicts, and achieve goals.

4 Connects with customers by thinking about their current and future needs and points of view, makes decisions based on those needs, and continually evaluates customer satisfaction.

(e) Expert.

1 Seeks input on current trends to set and adjust goals, and stays informed of internal issues that may need input to aid the decision-making process.

2 Accepts responsibility for the organizational quality standards, defends the organization and staff in adverse situations, and moves the organization forward.

3 Is cognizant of the Department's interests and goals. Understands and recognizes motives of external parties, and influences and utilizes effective communication skills and persuasion to represent departmental interests.

4 Adapting the organization to changes in mission, policy, or enterprisewide operations.

2. LEADERSHIP COMPETENCIES.

a. Business Acumen.

(1) Definition. Understands and demonstrates sound judgment, fiscal competence, and organizational business knowledge to optimize the quality of operations and services.

(2) Key Skills.

(a) Financial Management.

(b) Organizational and Business Knowledge.

(c) Sound Judgment.

(d) Governance.

(3) Proficiency Levels.

(a) Novice.

1 Adheres to all financial and budgetary rules and procedures.

2 Identifies the organization's core business and customers.

3 Demonstrates an awareness that decisions must be made based on evidence rather than on gut-checks or intuition alone.

4 Shows a curiosity and willingness to learn the business fundamentals of California state government.

(b) Basic.

1 Demonstrates the ability to read, interpret, and use budgets and projections to execute financially related activities.

2 Clearly describes the Division's and organization's core business and customers.

3 Makes timely, informed decisions that take into account the facts, objectives, and risks associated with the issue at hand.

4 Understands business fundamentals of California state government.

(c) Intermediate.

1 Works with others to generate and manage financial allocations in support of strategic priorities after having analyzed their impact on the organization and with a demonstrable awareness of opportunity costs.

2 Demonstrates a comprehensive understanding of the Division's and organization's business, customers, and processes.

3 Makes timely, informed decisions that account for facts, objectives, and risks even with difficult issues and can explain the decision-making rationale.

4 Identifies the role of labor relations in California state government.

(d) Advanced.

1 Guides others in financial decision making and management regarding the expenditure of resources consistent with strategic initiatives and with a full understanding of opportunity costs and risk awareness.

2 Utilizes knowledge to further enhance the organization's ability to reach its goals. Promotes and encourages an understanding of businesses processes and customer impact.

3 Makes timely independent or team-led decisions based on sound data, seasoned analysis, and knowledge of the negative role of unconscious bias in the decision-making process, and is able to coach to this standard.

4 Distinguishes between the different types of labor relations components in California state government.

(e) Expert.

1 Establishes systems to monitor expenditures, financial processes, and risk management within the organization to ensure financial resources are effectively allocated to achieve goals and objectives.

2 Sets an expectation for enterprisewide understanding of the organization by ensuring a shared knowledge of the business, its processes, and stakeholder impact.

3 Promotes a workforce environment that values independent or team-led decision making, based on empirical evidence and seasoned analysis, with clear efforts to eliminate the effects of unconscious bias and other impediments of good judgment.

4 Creates an organizational culture that ensures consistent application of labor relations processes and maintains positive labor relations.

b. Inspirational Leadership.

(1) Definition. Energizes and creates a sense of direction, purpose, excitement, and momentum for the organization's mission. Creates a positive

work environment offering clarity around goals and objectives and ensuring those who are led work collaboratively to achieve results.

(2) Key Skills.

- (a) Mission Centric.
- (b) Active Engagement.
- (c) Outcome Focused.
- (d) Develops and Empowers.

(3) Proficiency Levels.

(a) Novice.

- 1 Understands the importance of job duties and expectations related to the mission.
- 2 Aware of the importance of their role in the organization.
- 3 Realizes personal actions and quality of work impact the workplace.
- 4 Recognizes the importance of development in a professional workplace.

(b) Basic.

- 1 Gains clarity of job duties and expectations and provides input to ensure alignment with mission.
- 2 Seeks ways to be positively involved in the day-to-day work and organizational activities.
- 3 Promotes the use of respect, recognition, and praise.
- 4 Takes ownership and accountability of personal work contributions and self-development.

(c) Intermediate.

1 Provides clarity of job duties and expectations, provides timely and constructive feedback to team members, and ensures alignment with the mission.

2 Involves others in designing and executing the process by which the day-to-day work gets completed and removes barriers to increase effectiveness.

3 Champions the use of respect, recognition, and praise within the team and unit and directly identifies and addresses morale problems.

4 Inspires others to act and to continuously seek to learn.

(d) Advanced.

1 Sets clear expectations, provides timely and constructive feedback, and collaborates to determine mission-driven outcomes.

2 Generates excitement, enthusiasm, and commitment in people by translating the organization's mission, vision, and values into terms relevant to the work performed.

3 Creates an environment that promotes teamwork and respect, and collaborates to resolve issues.

4 Inspires others to grow and provides resources for staff development on a continual basis.

(e) Expert.

1 Creates a climate where everyone knows their purpose and their role in achieving mission-driven outcomes.

2 Fosters a culture that promotes employee engagement through regular communication and interaction.

3 Demonstrates commitment to the organization's vision, mission, and values by maintaining regular and consistent messaging to the organization.

4 Champions a culture of learning, continual development, and empowerment.

c. Results-Driven.

(1) Definition. Focuses efforts to efficiently achieve measurable and customer-driven results consistent with the organization's mission, goals, and objectives.

(2) Key Skills.

- (a) Decisiveness.
- (b) Measures Organizational Results.
- (c) Process Improvement.
- (d) Negotiation.

(3) Proficiency Levels.

(a) Novice.

- 1 Recognizes the importance of using available information to make an informed decision.
- 2 States assigned goals and takes personal responsibility for results.
- 3 Displays an awareness of the concept of waste and seeks ways to more efficiently perform their work.
- 4 Uses negotiation and mediation skills.

(b) Basic.

- 1 Uses information and resources to make timely and informed decisions.
- 2 Demonstrates an understanding of the goals associated with their job and can make adjustments to meet results-oriented objectives.
- 3 Participates as an effective team member in continuous improvement efforts.
- 4 Presents alternatives that address others' most important concerns and looks for win-win solutions.

(c) Intermediate.

- 1 Empowers their team to use the information and resources available to make decisions that drive results.
- 2 Translates objectives into specific measurable metrics and can articulate the approach necessary to achieve outcomes.
- 3 Searches for ways to identify root causes of workplace issues, eliminate waste, and improve quality of work products.
- 4 Negotiates with a team of managers or employees across agencies to address mutual issues and concerns.

(d) Advanced.

- 1 Assumes responsibility for decisions made. Shares outcomes with others in the organization and communicates the concept that indecisiveness can also have serious consequences.
- 2 Establishes priorities when there are conflicting goals or due dates. Ensures assignments are in alignment with organizational metrics and measures the performance of teams.
- 3 Sets improvement and efficiency goals (in conjunction with teams) that assure an ongoing process of identifying the root causes of workplace inefficiencies, eliminating waste, and improving quality.
- 4 Negotiates with key stakeholders by sharing information and resources across multiple levels to accomplish objectives.

(e) Expert.

- 1 Creates an environment that embraces informed and timely decision making that considers innovative solutions to move the organization forward. Understands the importance of tomorrow's goals in the context of today's priorities.
- 2 Advances realistic, quantifiable milestones and measurements that elevate organizational performance and promote enterprisewide return on investment to support the strategic plan.
- 3 Encourages and supports enterprisewide innovation, ideas, and approaches to uncover the root causes of workplace inefficiencies. Identify and eliminate waste and continually improve services and other deliverables.

4 Develops, publicizes, and negotiates support for programs and policies by meeting with key officials, executives, union, employees, and other interested parties.

d. Stewardship.

(1) Definition. Focuses on being responsible and accountable for managing resources well, choosing to use influence to serve the long-term collective good of the public. Places public interests above self-interests and focuses on the larger purpose or mission of the organization.

(2) Key Skills.

(a) Social and Environmental Awareness.

(b) Resource Management.

(c) Organizational Knowledge.

(d) Public Trust.

(3) Proficiency Levels.

(a) Novice.

1 Recognizes they work in a complex environment.

2 Identifies and appropriately uses and maintains Department resources.

3 Understands the mission of the organization and seeks additional knowledge to support their role.

4 Understands responsibility for placing public interests above self-interests.

(b) Basic.

1 Discerns broader implications that affect their unit and how their contributions can impact the environment.

2 Assesses resource needs in varying situations and determines the best use of resources.

3 Captures and applies organizational knowledge to ensure continuity and service delivery which supports the mission.

4 Demonstrates commitment to placing public interests above self-interests.

(c) Intermediate.

1 Understands and explains the broader environment and competing influences and demands.

2 Maximizes efficient use of resources.

3 Validates organizational knowledge is accurately documented and shares with others.

4 Sets team expectations to place public interests above self-interests.

(d) Advanced.

1 Influences the broader environment and aligns organizational objectives and practices with public interest.

2 Determines resource allocation across multiple programs with varied resource needs for maximum organizational impact.

3 Ensures a system is in place to track and utilize organizational knowledge to support the mission.

4 Monitors and ensures accountability to place public interests above self-interests.

(e) Expert.

1 Navigates external influences to set the organization's broader environment.

2 Advocates for resources and maintains fiscal responsibility.

3 Creates accountability for clear standards of work and fosters an environment where knowledge transfer occurs regularly.

4 Fosters an environment where stewardship of the public trust is the standard.

e. Talent Management.

(1) Definition. Recruits, selects, and develops effectively to retain world-class staff.

(2) Key Skills.

- (a) Train, Develop, Coach.
- (b) Recognition.
- (c) Workforce Planning.
- (d) Recruitment and Selection.

(3) Proficiency Levels.

(a) Novice.

1 Recognizes the importance of professional development and willingly accepts coaching from immediate supervisor.

2 Knows the value of saying thank you and shows gratitude to individuals who support them.

3 Understands delegated assignments are opportunities for self-development and team success.

4 Understands the connection between organizational goal achievement, recruitment, and retention of staff.

(b) Basic.

1 Demonstrates the importance of professional development by seeking out coaching and mentoring opportunities.

2 Expresses authentic gratitude and understands its value.

3 Embraces delegated assignments and seeks opportunities for growth.

4 Analyzes the connections between organizational goal achievement, recruitment, and retention of staff and makes recommendations on workload and staff levels.

(c) Intermediate.

1 Provides coaching and mentoring to their team and demonstrates openness to being coached and mentored.

2 Acknowledges contributions and shows formal appreciation through Division and Departmentwide recognition.

3 Empowers others through appropriate and challenging assignments that build employees' skills and knowledge.

4 Uses best hiring practices and minimizes conscious and unconscious bias in all hiring decisions.

(d) Advanced.

1 Provides and promotes coaching and mentoring across levels and creates opportunities for employee development.

2 Supports informal and formal recognition programs and uses these practices to motivate employees.

3 Initiates regular workforce planning discussions with the management team. Ensures there is a clear connection between the workforce plan and the organization's strategic plan. Ensures policies and procedures are implemented to hire and retain staff with the skills required for the organization to achieve its strategic goals and objectives.

4 Works with upper-level management and human resources to ensure use of best hiring and selection practices so staffing levels are maintained.

(e) Expert.

1 Builds an environment where coaching and mentoring are embedded in the organizational culture with a strong commitment to grow and develop people.

2 Champions formal and informal recognition programs and is a role model by personally attending events highlighting their employee's success.

3 Ensures workforce and succession plans, and planning processes, are in place to recruit and retain valuable talent in order to meet the organization's short- and long-term strategic goals and objectives.

4 Creates a culture that supports and encourages the civil service merit system for all hiring and selection decisions. Seeks to minimize conscious and unconscious bias in hiring processes.

f. Vision and Strategic Thinking.

(1) Definition. Supports, promotes, and ensures alignment with the organization's vision and values. Creates a compelling future state of the unit or organization. Understands how an organization must change in light of internal and external trends and influences.

(2) Key Skills.

- (a) Visionary.
- (b) Alignment.
- (c) Change Leadership.
- (d) Strategic Mindset.

(3) Proficiency Levels.

(a) Novice.

1 Knows the necessity of having a clearly communicated vision in order to align efforts.

2 Values the importance of taking an ownership role in ensuring vision and the strategic plan are aligned.

3 Recognizes the importance of change and transition to enhance performance.

4 Aware of the importance of thinking strategically and having short-term and long-term business plans.

(b) Basic.

1 Communicates a clear picture of the short- and long-term vision and can relate current efforts to that vision.

2 Anticipates future challenges and opportunities and takes action to either mitigate or take advantage of them.

3 Embraces and supports leadership to facilitate change and transition.

4 Knows departmental strengths, opportunities, and objectives for short- and long-term business plans.

(c) Intermediate.

1 Communicates a clear, vivid, and relatable description of where the organization should be in three, five, and ten years, as well as the challenges and opportunities.

2 Expresses the organization's vision in a way that resonates with others as demonstrated by their words and actions.

3 Manages and encourages the process of change and transition.

4 Influences others to translate vision into business plans and actions in alignment with the organization's strategic goals.

(d) Advanced.

1 Encourages others to discuss and promote the shared vision throughout the organization and aligning efforts to that vision.

2 Coordinates longer term vision into all aspects of the organization and encourages implementation of the vision through policies and work efforts.

3 Leads and enables the process of change and transition while helping others deal with their effects.

4 Communicates effectively to stakeholders the strategic value of the vision. Helps them consider the long-term impact of business decisions today and prepares them and the organization for the future.

(e) Expert.

1 Establishes, monitors, adjusts, and communicates the vision and strategic plan to remain aligned with global and organizational changes and input from key stakeholders.

2 Ensures there is a clear connection between tactical business plans, the organization's strategic plan, and the vision.

3 Champions the necessity for change and provides adequate resources to implement change.

4 Establishes and fosters an environment where individuals are recognized for positioning the Department for future success in alignment with the vision and achievement of strategic goals.

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