Washington State Department of Social and Health Services

Transforming
Lives

Division of Child Support
SEO 2 Competency Playbook

Washington State
Department of Social
& Health Services

Transforming lives

DSHS HRD contracted with DDI to provide competency mapping for certain job classifications. DCS completed competency mapping for the SEO2 job class. This SEO2 Competency Playbook provides a definition and key actions for each competency identified in the DDI success profile. Division of Child Support has taken each selected competency, provided agency specific observable behaviors of the key actions, and provided free self-assessments and resources for staff to develop in these competencies.

SEO2 Competencies in this playbook:

- Building Customer Loyalty
- Building Partnerships
- Communication
- Continuous Learning
- Decision Making
- Earning Trust
- Emotional Intelligence
- Initiating Action
- Managing Work
- Quality Orientation
- Stress Tolerance
- Valuing Differences

Building Customer Loyalty

Definition: Meeting and exceeding (internal or external) customer expectations while cultivating relationships that secure commitment and trust.

Key Actions:

- <u>Enhances the customer's self-esteem</u> — Demonstrates value and respect for customers by giving the customer full attention and emphasizing the importance of customer satisfaction.
- <u>Clarifies the customer situation</u> — Asks questions to determine the customer's needs; listens carefully; shares information and rationale about the situation; summarizes to check understanding.
- <u>Involves the customer</u> — Asks for the customer's opinions and ideas, and listens actively to gain their support when clarifying expectations, agreeing on a solution, and checking for satisfaction.
- <u>Takes the "HEAT"</u> — Handles dissatisfied customers by hearing the customer out, empathizing with the customer's situation and associated feelings, apologizing (without accepting blame), and taking responsibility for action.
- <u>Meets or exceeds needs</u> — Acts promptly in routine situations; agrees on a clear course of action in non-routine situations; takes opportunities to exceed expectations without making unrealistic commitments.
- <u>Confirms satisfaction</u> — Asks questions to check for customer satisfaction; commits to follow-through, if appropriate; thanks customer. Exceeding (internal or external) customer expectations while cultivating relationships that secure commitment and trust.

Self-Assessment: [Customer Service Quiz](#)

Observable Behaviors of Key Actions		
Awareness	**Proficiency**	**Mastery**
• Completes class in academy (knowledge without the practice). • Applies basic methods of customer service (i.e., DCS Customer Service Training), such as returning phone calls, sending emails, etc. • Expresses their understanding of the customer's situation.	• Listens to and shows concern for the customer's needs by taking time to build trust, honesty and a caring relationship through active listening. • Takes time to talk with customers and discuss their entire case, explains available options (i.e. 9-275 objection; knows to process a hearing). • Displays cultural competency: interacts effectively with people from different cultures. • Continues education in customer service: completes DCS Customer Service Training and is able to apply the learning. • Takes additional classes related to Customer Service or effective communication techniques. • Following through on promised to internal and external customers.	• Builds and maintains respectful relationships with customers that limit calls to supervisor for additional assistance. • Deals with challenging customer behaviors with expertise. Acts as the person that difficult calls get transferred to; considered a point of contact or SME. • Explains DCS information in a manner that is easily understood and accepted by the customer. • Stays calm in both internal and external customer situation. • Takes time to talk with customers and discuss their entire case; well versed in all available options to offer (i.e., process a hearing; amendment; settlement). • Collaborates with internal and external customer on win-win solutions. • Goes the extra mile by being proactive.

Resources		
Books/Articles/Podcasts	**Online/e-Learning**	**Instructor-Led Courses**

• Customer Loyalty: How to Earn It, How to Keep It – Jill Griffin
 	
• Outside In: The Power of Putting Customers at the Center of Your Business – Harley Manning
 	
• The Ten Principle Behind Great Customer Service – Matt Watkinson
 	
• 8 Ways to Create Real Customer Loyalty – JT Ripton
 	
Blogs:
 	
• The Art of Customer Loyalty
	• Lynda.com
	  o Building Customer Loyalty
	
	  o Communicating with Confidence
	
	  o Building Trust
	
	  o Building Customer Loyalty
	
	  o Customer Service Drives Customer Loyalty
	
	  o Customer Service Foundations
	
	  o Quality Standards in Customer Service
	
	  o Customer Advocacy
	
	• Franklin Covey
	  o Covey All Pass
		• Franklin Covey
		  o Leading Customer Loyalty On Demand
		
		  o Speed of Trust
		
		  o Leading at the Speed of Trust
		
		  o Winning Customer Loyalty: The 7 Habits of Customer Service
		
		• LMS/DES
		  o Motivational Interviewing
		
		  o DCS Customer Service Essentials
		
		  o Crucial Conversations
		
		  o Crucial Confrontations

Building Partnerships

Definition: Developing and leveraging relationships within and across work groups to achieve results.

Key Actions:

- Seeks opportunities to build relationships — Proactively builds effective working relationships with those who have the knowledge, experience, resources, and/or influence to advance work goals.
- Clarifies shared goals — Exchanges information about the situation/task to determine mutually beneficial goals and outcomes; identifies issues and concerns; summarizes to check understanding.
- Develops others' and own ideas — Contributes own ideas and expands on others' ideas.
- Facilitates agreement — Gains commitment from partners to support ideas or take action; uses sound rationale to explain value of actions; confirms agreements, next steps (who will do what by when), needed resources and support, and how to track progress.
- Supports partners — Offers valuable information, resources, and/or time to accomplish win/win outcomes; places higher priority on group goals than on own goals.
- Involves others — Asks others for their opinions and ideas to gain their support when clarifying the situation, developing solutions, exploring needed resource, and committing to action.
- Maintains and enhances self-esteem — Shows others they are valued by acknowledging their specific contributions, successes, and skills.

Self-Assessment: Building Relationships; 6 Ways Successful Leaders Evaluate Business Relationships

Observable Behaviors of Key Actions

Awareness	Proficiency	Mastery
• Asks the appropriate SME for information/help; uses resources to locate the appropriate SME (understands the importance of partnerships and resources. • Responds to different types of people in appropriate ways. • Builds relationships with peers and coworkers. • Communicated why building relationships with external customers can increase collections.	• Establishes network of appropriate SMEs and helps others locate appropriate resources. • Helps others determine which SME is needed or asks SME for help. • Provides kudos, gives credit where credit is due, recognizes the contributions of others. • Adjusts communication style to fit their audience; tailors approach to the individual (i.e., finds a way to meet halfway, builds bridges, creates win-win situations). • Participates in Outreach opportunities to help families get the information and help they need.	• Seeks opportunities to coach and mentor others and share knowledge. • Represents DCS at Outreach events to share expertise in the community. • Treats people as individuals and assists them in understanding how DCS can specifically help them. • Brings resources to all staff events or peer groups to build reciprocal partnerships. • Maintains and enriches relationships with internal and external partners. • Acts as a SME and develops others to become subject matter experts. • Identifying/initiating potential partnerships/opportunities.

Resources			
Books/Articles/Podcasts	**Online/e-Learning**	**Instructor-Led Courses**	**Other**

• Pod-casts
  o Ted Talks
 	
  o Hidden Brain
 	
  o Speaking of Psychology
 	
• Books
  o Partnering Intelligence: Creating Value for your Business by Building Strong Alliances, Dent, Stephen M.
 	
  o How to Win Friends & Influence People, Dale Carnegie
 	
  o Smart Partners: Building Successful Relationships in Business and in Life, Jim Burba & Bob Hayes
 	
  o Networking is not Working, Derek Coburn
 	
  o Never Eat Alone, Keith Ferrazzi & Tahl Raz
	• Lynda.com
	  o Strategic Partnerships
	
	  o Building Business Relationships
	
	  o Leading through Relationships
	
	  o Having Difficult Conversations
	
	  o Managing Your Career as an Introvert
	
	• Covey All Access Pass
	
	• Jhana Leadership Portal (Covey)
	
	  o Building Relationships
	
	  o Building a Team Culture
		• Collaboration in the Workplace
		
		• Interpersonal Communication Skills
		
		• Crucial Conversations
		
		• Speed of Trust
		
		• DCS Customer Service Training
		
		• Lean One Cups
		
		• Lean Practitioner Series
			• Outreach Team
			
			• Outreach Events
			
			• DJAs
			
			• Job Shadows
			
			• Co-Locate

Communication

Definition: Conveying information and ideas clearly and concisely to individuals or groups in an engaging manner that helps them understand and retain the message; listening actively to others.

Key Actions:

- <u>Organizes the communication</u> — Explains the reason for the communication and its importance (including impact on the individual, team, and organization); stresses major points clearly and succinctly; follows a logical sequence.
- <u>Maintains attention</u> — Keeps others engaged through use of analogies, illustrations, humor, vivid words, body language, and voice inflection.
- <u>Adjusts to the listener</u> — Frames message to align with others' experience, background, and expectations; uses terms, examples, and analogies that are meaningful to others; translates technical terms when communicating with those who don't have a technical background.
- <u>Ensures understanding</u> — Checks others' understanding of information communicated; presents message in multiple ways to enhance comprehension.
- <u>Listens actively</u> — Seeks input from others and attends to their communication; asks clarifying questions and summarizes what others have communicated to check own understanding; correctly interprets messages and responds appropriately.
- <u>Conveys a professional presence</u> — Creates a positive impression that commands attention and respect through appropriate body language, demeanor, and attire; demonstrates self-confidence.

Self-Assessment:

Communication Skills Self-Assessment Inventory; Communication Styles: A Self-Assessment Exercise; &

How Good Are Your Communication Skills

Observable Behaviors of Key Actions		
Awareness	**Proficiency**	**Mastery**
• Returns calls and responds to correspondence within established timeframes to prevent escalation. • Communicates with customers through a variety of mediums (in person, phone, email etc.). • Asks for help when there is a problem outside of their skillset. • Communicates with internal customers, supervisor, team members (schedules, time-off, meetings, etc.).	• Engages in customer-focused conversations that are respectful, diffuse situations and provide clear explanations. • Uses professionally appropriate language with customers and co-workers. • Builds self-awareness; is aware of how one is perceived by others. • Knows how and when to communicate articulately and effectively with internal and external customers.	• Helps others using proactive, effective and efficient communication including active listening and plain talk. • Communicates in a manner that diffuses situations and provides clear explanations. • Uses motivational interviewing techniques as appropriate. • Negotiates effectively when necessary. • Leads conversations with team, peer group, office, etc.

Resources			
Books/Articles/Podcasts	**Online/e-Learning**	**Instructor-Led Courses**	**Other**

• Bringing out the Best in People, Aubrey Daniels
 	
• Just Listen: Discover the Secret to Getting Through to Absolutely Anyone, Mark Goulston
 	
• Skill with People, Les Giblin
 	
• Words that Work – It's not what you say, it's what people here, Frank Luntz
 	
• How to Talk to Anyone – 92 Little Tricks for Big Success in Relationships, Leil Lowndes
 	
• Influencer – the New Science of Leading Change, Joseph Grenny
 	
• Simply Said: Communicating Better at Work and Beyond
 	
• Professional Communication, Koneru
 	
• How to Win Friends and Influence People, Dale Carnegie
	• Lynda.com
	  o Communicating Across Cultures
	
	  o Preparing for Successful Communication
	
	  o Interpersonal Communication
	
	  o Communicating with Empathy
	
	  o Communicating with Confidence
	
	  o The fundamentals of Communication
	
	• TED Talks
	  o 4 Ways to Navigate Different Communication Styles in Your Workplace
	
	  o Why being respectful to your coworkers is good for business
		• Prosci's Change Management (ADKAR)
		
		• Covey
		  o Speed of Trust
		
		  o Leading at the Speed of Trust
		
		  o 7 Habit of Highly Effective People
		
		  o Unconscious Bias
		
		• VitalSmarts
		  o Crucial Conversations
		
		  o Crucial Accountability
		
		  o Influencer Training
		
		• Personal Styles
		
		• Generations Training
		
		• DES Classes
		  o Assertive Communication
		
		  o Collaboration in the Workplace
		
		  o Communication Styles and Skills for Employees
		
		  o Interpersonal Communication Skills
			• DCS Communications Dept.
			
			• Job Shadow
			
			• Peer Groups
			
			• SharePoint Sites
			
			• DES Training
			
			• HRD-Talent Management

Continuous Learning

Definition: Actively identifying new areas for learning; regularly creating and taking advantage of learning opportunities; using newly gained knowledge and skill on the job and learning through their application.

Key Actions:

- <u>Targets learning needs</u> — Seeks and uses feedback and other sources of information to identify appropriate areas for learning.
- <u>Seeks learning opportunities</u> — Identifies and participates in appropriate learning activities (e.g., courses, reading, self-study, coaching, experiential learning) that help fulfill learning needs.
- <u>Maximizes learning</u> — Actively participates in learning activities in a way that makes the most of the learning experience (e.g., takes notes, asks questions, critically analyzes information, keeps on-the-job application in mind, does required tasks).
- <u>Applies knowledge or skill</u> — Puts new knowledge, understanding, and/or skill to practical use on the job; furthers learning through practice and ongoing feedback.
- <u>Takes risks in learning</u> — Puts self in unfamiliar or uncomfortable situations in order to learn; asks questions at the risk of appearing foolish; takes on challenging or unfamiliar assignments.

Self-Assessment: 360 Leadership Assessment – [See Demo Questionnaires](#)

Observable Behaviors of Key Actions		
Awareness	**Proficiency**	**Mastery**
• Reads emails, checks home page - stays informed of developmental opportunities, but does not necessarily pursue them. • Asks questions and gathers information as a way to identify weaknesses and developmental opportunities. • Checks understanding rather than making assumptions. • Remains open to feedback.	• Signs up for trainings and shows up (follows through with training commitments). • Volunteers for in-office trainings. • Seeks opportunities and resources for training (e.g. Lynda.com). • Identifies areas to improve and targets training/development opportunities. • Reads emails in a timely fashion; checks home page frequently. • Actively pursues opportunities for professional development that are interesting and appropriate to them. (DJA, job shadow, etc.).	• Volunteers for trainings (statewide/approval needed). • Improves strengths and looks for areas to improve; recognizes and addresses those head on (risk taker). • Accesses and uses developmental resources (Lynda.com). • Sets and achieves professional goals. • Provides useful feedback to co-workers to help them be successful. • Stays informed of development opportunities, pursues them and applies learned information - also encourages others. • Facilitates training.

Resources			
Books/Articles/Podcasts	**Online/e-Learning**	**Instructor-Led Courses**	**Other**

• Podcasts
 	
  o Hidden Brain
 	
  o Speaking of Psychology
 	
• Books
  o Continuous Learning in Organizations: Individuals, Group, and Organizational Perspectives, Manuel London/Valerie Sessa
 	
  o Strengthsfinder 2.0, Tom Rath
 	
  o The Goal: A Process of Ongoing Improvement
 	
  o Continuous Learning, Dirk Tussing
 	
  o The Tipping Point: How Little Things Can Make a Big Difference, Malcolm Gladwell
 	
  o Who Moved My Cheese? Spencer Johnson
 	
  o Two Second LEAN, Paul Akers
	• Lynda.com
	
	  o Creating a Culture of Learning
	
	  o Continuous Learning
	
	  o Continue Your Learning Experience
	  o
	
	• Covey
	  o All Access Pass
	
	  o Jhana Leadership Portal:
	
	• Videos:
	
	  o Building a Skill
	
	  o Coaching
	
	  o Developing Your Team
	
	  o Giving Feedback;
	
	  o Receiving Feedback
	
	  o Three Myths About Workplace Learning
	
	• Learning Development - Continuous Learning for Individuals
		• LMS
		
		  o Managing Change and Making Great Decisions
		
		  o Change Anything
		
		  o LEAN Practitioner
		
		  o LEAN One Cups; Green Belt program
		
		• Covey
		  o 7 Habit of Highly Effective People
			• Staff Development (DCS SP):
			
			  o TED Talks
			
			  o Job Shadowing
			
			  o Developmental Job Assignment (DJA)
			
			  o Individual Development Plan (IDP)
			
			  o Mentoring
			
			  o Coaching

Decision Making

Definition: Identifying and understanding problems and opportunities by gathering, analyzing, and interpreting quantitative and qualitative information; choosing the best course of action by establishing clear decision criteria, generating and evaluating alternatives, and making timely decisions; taking action that is consistent with available facts and constraints and optimizes probable consequences.

Key Actions:

- Identifies problems and opportunities — Recognizes problems and opportunities and determines whether action is needed.
- Gathers information — Recognizes the need for and collects information to better understand problems and opportunities.
- Interprets information — Integrates information from a variety of sources to detect trends, associations, and cause-effect relationships.
- Generates alternatives — Creates relevant options for addressing problems and opportunities that will achieve desired outcomes.
- Evaluates alternatives and risks — Assesses options against clear decision criteria while considering implications and consequences.
- Chooses an effective option — Selects the most viable option from a set of alternatives**.**
- Commits to action — Implements decisions or initiates action with appropriate urgency.
- Considers others' perspectives — Involves others in the decision-making process to obtain better information, generate alternatives, and ensure buy-in to resulting decisions; builds consensus as needed

Self-Assessment: [How Good is Your Decision Making?](#)

Observable Behaviors of Key Actions		
Awareness	**Proficiency**	**Mastery**
• Recognizes an issue. • Asks peers for a second set of eyes. • Uses correct printout of CH (addresses disclosure issues); observable in CCs. • Explains how/why a decision was made - awareness there are options as seen in CCs. • Seeks assistance from leads/co-workers. • Utilizes Handbook effectively.	• Researches an issue and makes good decisions (typically cite a reference in CC). • Defines problems clearly so others can understand the situation. • Consults with Leads, Supervisors, CLOs or other SMEs for more complex issues. • States the most viable option from a set of alternatives. • Demonstrates an understanding of when it's prudent to involve others.	• Determines the correct decision more quickly (without the use of aids). • Demonstrates confidence and accuracy. • Produces and documents the history/experience of a decision and explains it to others. • Provides consultation to others (considered a SME). • Helps others see alternatives and impacts of various actions.

Resources			
Books/Articles/Podcasts	**Online/e-Learning**	**Instructor-Led Courses**	**Other**

• 5 Steps to Improve Decision Making (Google Chrome)
 	
• Decisive: How to make better choices in life and work, Chip Heath & Dan Heath
 	
• Smart Choices: A Practical Guide to Making Better Decisions, John Hammond
 	
• Predictably Irrational: The Hidden Forces that Shape Our Decisions, Dan Ariely
 	
• Effective Decision-Making: How to make better decisions under uncertainty and pressure, Edoardo Binda Zane
 	
• Decision Making For Dummies, Dawna Jones
 	
• What's Your Decision?: How to Make Choices with Confidence and Clarity, J Michael Sparough
 	
• Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills, Michael Kallet
 	
• How We Decide, Jonah Lehrer
	• Lynda.com
	
	  o Simplify decision making
	
	  o Four simple rules for decision making
	
	  o Decision-Making Strategies
	
	  o Improve Your Decision Making
	
	  o Decision Making
	
	  o Making Quick Decisions
	
	  o Explaining Your Decision-Making style
	
	  o Making better decisions
		• LMS/DES
		
		  o Solving Issues and Making Decisions
		
		  o Problem Solving the WA Way
		
		  o WA-State Collaboration in the Workplace
		
		• Motivational Interviewing
		
		• Covey
		
		  o The 5 Choices to Extraordinary Productivity
		
		  o The 7 Habits of Highly Effective People
		
		• Decision Making Training, Illumine Training
			• Developmental Job Assignment (DJA)
			
			• Job Shadow
			
			• Workgroups
			
			• Lean courses
			
			• CLEs

Earning Trust

Definition: Gaining others' confidence by acting with integrity and following through on commitments while disclosing own positions; treating others and their ideas with respect and supporting them in the face of challenge.

Key Actions:

- <u>Acts with integrity</u> — Demonstrates honesty; keeps commitments made to others; behaves in a consistent manner; keeps sensitive information confidential; adheres to moral, ethical, and professional standards, regulations, and organizational policies.
- <u>Discloses own positions</u> — Shares thoughts, feelings, experiences, and rationale so that others understand personal positions and feel comfortable sharing similar information; admits mistakes.
- <u>Remains open to ideas</u> — Listens to others and objectively considers their ideas and opinions, even when they conflict with own.
- <u>Values others</u> — Gives credit to others for their contributions; stands up for deserving others and their ideas even in the face of resistance or challenge; shows empathy and offers reassurance in response to others' concerns; treats people with dignity, respect, and fairness.

Self-Assessment: How Approachable Are You

Observable Behaviors of Key Actions		
Awareness	**Proficiency**	**Mastery**
• Demonstrates how to gain trust with customers, coworkers, partners, etc. • Takes courses to learn how to build trust in relationships (e.g. Covey's Speed of Trust). • Determines when trust is/isn't present by describing barriers in communication and/or barriers within a relationship.	• Practices Covey's 13 Behaviors of High Trust Leaders (essential for building relationship trust). • Shares work and personal experiences so team get to know each other and is open to talking. • Follows through on commitments to internal and external customers. • Practices open communication with co-workers and customers. • Engages with others in a respectful manner - gets along well with others. • Demonstrates respect by showing others their thoughts and opinions are valued. • Remains open to growing personal skills and abilities.	• Inspires trust in others by modeling trusting behavior. • Recognizes when trust is not present and addresses the situation at hand. • Acts consistently even when there is no reward or recognition. • Changes the view of others through building trusting relationships; earns the trust of others. • Follows through even when resistance is applied (being committed to getting results and inspiring others to do the same).

Resources		
Books/Articles/Podcasts	**Online/e-Learning**	**Instructor-Led Courses**

• Trust Me! Why You Need To Understand Trust, And How to Earn It, Brett Whysel
 	
• 6 Actionable Steps to Build Trust with Employees, David Grossman
 	
• The little book of Trust and Leadership: A personal journey into Earning Trust and leading others, Andrew Wallbridge
 	
• My Own Worst Enemy, Janet Davis
 	
• The Power of Teamwork, Scott Beare & Michael McMillan
 	
• Words Can Change Your Brain, Andrew Newberg
 	
• Building Trust: How to Get It! How To Keep It!, Hyler Bracey
 	
• The Trust Imperative by Stephen Hacker & Marsha Willard
 	
• Trust & Betrayal in the Workplace by Dennis S Reina & Michelle L Reina
	• Lynda.com
	
	   o Building Trust
	
	   o Building Trust Among Peers
	
	   o How to Build Trust
	
	   o Listen Effectively to Build Trust
	
	   o Team Building, Trust and Transparency
	
	   o Building Rapport and Gaining Trust
		• Covey
		
		   o Speed of Trust; Foundations
		
		   o Leading at the Speed of Trust
		
		   o Unconscious Bias
		
		   o 7 Habits of Highly Effective People
		
		• Respect at Work: Breaking Down Barriers
		
		• WA-State Helping Difficult Customers

Emotional Intelligence

Definition: Establishing and sustaining trusting relationships by accurately perceiving and interpreting own and others' emotions and behavior; leveraging insights to effectively manage own responses so that one's behavior matches one's values and delivers intended results.

Key Actions:

- <u>Builds self-awareness</u> — Demonstrates an understanding of own emotional triggers, strengths, and development needs as well as the impact of own behavior on others.
- <u>Maintains self-control</u> — Modifies behavior based on self-awareness to improve impact and build relationships.
- <u>Maintains or enhances self-esteem (to build social bonds)</u> — Helps others feel respected and appreciated by sincerely and specifically acknowledging their ideas, contributions, and achievements; offers positive feedback; focuses on facts and intentions to maintain another's self-esteem when things don't go well.
- <u>Listens and responds with empathy</u> — Demonstrates an understanding of the other person's situation by acknowledging both the facts and the feelings (positive or negative) they are expressing.
- <u>Asks for help and encourages involvement (to enhance collaboration)</u> — Asks for others' opinions and ideas to gain their commitment and build responsibility; encourages ideas through questioning.
- <u>Shares thoughts, feelings, and rationale (to build trust)</u> — Appropriately and honestly discloses feelings and insights to build trust; own ideas supplement - not replace - others' ideas; shares the "why" behind decisions, ideas, or changes.
- <u>Provides support without removing responsibility (to build ownership)</u> — Offers help while building the other person's sense of task ownership; resists taking over; boosts confidence that the other person can successfully complete the task.
- <u>Facilitates discussions</u> — Conducts productive and efficient discussions by clarifying the situation, discussing and developing ideas, and agreeing on next steps (i.e., uses the Interaction Guidelines: Open, Clarify, Develop, Agree, and Close).

Self-Assessment: [How Emotionally Intelligent Are You?](#)

Observable Behaviors of Key Actions		
Awareness	**Proficiency**	**Mastery**
• Demonstrates willingness to receive feedback from others, with or without being defensive. • Takes self-assessments to gauge level of emotional intelligence. • Focuses on impacts to oneself; lens is focused on self-first. • Tells and reacts more than listening and questioning. • Shows some ability to see how actions impact others.	• Recognizes triggers during a conversation and moderates behavior (i.e., remains calm, acts kind and encouraging, uses active listening skills). • Brings another person into the conversation or provides another source of help when further discussion is no longer productive and/or there is an underlying cause to the behavior.	• Remains conscious and inclusive of others' ideas (group awareness - not all about self); actively engages others in group discussions. • Guides emotions and/or conversation towards solutions and facilitates the conversation so that everyone is involved in the solution. • Demonstrates trustworthiness - coworkers/supervisors trust you (i.e. seek your opinion; value your input; ask you to help facilitate difficult conversations).

Awareness	Proficiency	Mastery
• Acknowledges the impact that jumping to conclusions about other's motivations may have. • Realizes after the fact that buttons were pushed or you contributed to the escalation of a problem or issue; debriefs alone or with co-worker or supervisor.	• Takes self-assessment to build self-awareness; seeks feedback from others without being defensive. • Processes feedback; reminds self not to take things personally. • Acts with empathy – is able to express that there are different perspectives and recognizes the emotions involved. Uses person-centered lens.	• Diffuses escalation by strategically responding in a way that demonstrates empathy and respect. • Acts on feedback and encourages others to seek feedback; remains appropriately detached/does not take interactions personally. • Acts with empathy; able to coach or teach others (co-workers and customers alike) that there is a different perspective. Knows what someone else's needs are (can see it through their eyes). • Provides Kudos and accolades. • Always actively aware of triggers; proactively mentally/physically preparing for interactions (i.e. patience, ability to deescalate, sees the bigger picture, reframes).

Resources

Books/Articles/Podcasts	Online/e-Learning	Instructor-Led Courses

• Articles
 	
  o How to Increase Your Emotional Intelligence — 6 Essentials
 	
  o How to Increase Your Emotional Intelligence
 	
  o 5 Ways To Develop Your Emotional Intelligence (Google Chrome)
• Books
  o Emotional Intelligence, Daniel Goleman
 	
  o Working with Emotional Intelligence, Daniel Goleman
	• Lynda.com
	  o Developing your Emotional Intelligence
	  o Leading with Emotional Intelligence
	
	  o Practice Emotional Intelligence
	
	  o The five elements of emotional intelligence
		• LMS/DES
		  o WA-State Emotional Intelligence in Practice
		
		  o Foundations of Emotional Intelligence
		
		  o WA-State Leading Through Difficulty: Emotional Intelligence, Communication and Conflict Management
		
		• Covey
		
		  o Speed of Trust
		
		  o 7 Habits of Highly Effective People

Initiating Action

Definition: Taking prompt action to accomplish work goals; taking action to achieve results beyond what is required; being proactive.

Key Actions:
- <u>Responds quickly</u> — Takes immediate action when confronted with a problem or when made aware of a situation.
- <u>Takes independent action</u> — Implements new ideas or potential solutions without prompting; does not wait for others to take action or to request action.
- <u>Goes above and beyond</u> — Takes action that goes beyond job requirements in order to achieve results.

Self-Assessment: Innovation Assessment

Observable Behaviors of Key Actions		
Awareness	**Proficiency**	**Mastery**
• Completes basic duties (suspense, review codes, return phone calls & route box). • Asks for help when necessary. • Responds to customers. • Takes action to get work done in a timely manner.	• Works independently (i.e., completing suspense, review, training, etc.) in an effective and efficient manner. • Implements solutions to problems independently – knows alternatives. • Responds to internal and external customers quickly.	• Takes a proactive approach to work tasks. • Used additional tools to determine future needs • Independently takes on extra duties after primary work is complete (outreach, training, development opportunities). • Trains others and acts as a peer coach.
Resources		
Book /Articles/Podcasts	**Online/e-Learning**	**Instructor Lead Courses**

• 3 Tip to Initiating Action, Karlyn D. Henderson
 	
 • The Proactive Professional: How to Stop Playing Catch Up and Start Getting Ahead, Chrissy Scivicque
 	
 • Initiating Action, DDI
 	
 • 9 Ways to Take More Initiative at Work, Fast Company
	• Lynda.com
	   o Initiative
	
	   o Enhancing Resilience, Gemma Leigh Roberts
	
	   o Prioritizing and Taking Action
	
	   o Start with Why: How Great Leaders Inspire Everyone to Take Action
		• Covey
		
		   o The 7 Habits of Highly Effective People
		
		   o The 5 Choices to Extraordinary Productivity
		
		   o Time Management Essentials
		
		 • Success Habits - LMS

The capacity to learn is a gift; the ability to learn
is a skill; the willingness to learn is a choice.

−*Brian Herbert*

Managing Work

Definition: Effectively managing one's time and resources to ensure that work is completed efficiently.

Key Actions:

- <u>Prioritizes</u> — Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate.
- <u>Makes preparations</u> — Ensures that required equipment and/or materials are in appropriate locations so that own and others' work can be done effectively.
- <u>Schedules</u> — Effectively allocates own time to complete work; coordinates own and others' schedules to avoid conflicts.
- <u>Leverages resources</u> —Utilizes available resources (individuals, processes, departments, and tools) to complete work efficiently.
- <u>Stays focused</u> — Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion; follows up promptly on action items.

Self-Assessment:

[Time Management & Productivity Self-Assessment](#)

[The 8 Self-Assessments You Need to Improve at Work This Year](#)

Observable Behaviors of Key Actions

Awareness	Proficiency	Mastery

• Meets minimum standards of job.
 	
• Demonstrates a willingness to improve by taking advantage of available training.
 	
• Asks for help or training.
 	
• Seeks out subject matter experts for tools and resources such as: ASQ, RTI, handbook, SQ, RS/RX.
	• Knows which tools to use: when and how to use them effectively and efficiently.
	
	• Demonstrates effective time management by:
	  o Prioritizing.
	  o Creating effective routines.
	  o Utilizing best practices.
	  o Scheduling time for difficult or time consuming tasks.
	
	• Stays focused on the job at hand.
		• Completes work and takes on extra tasks.
		
		• Participates in developmental opportunities such as groups, committees and projects.
		
		• Acts as a resource/SME for others.
		
		• Teaches others about additional tools and how to use them.
		
		• Volunteers to help with coverage and helps team to increase proficiency.
		
		• Shows flexibility to switch between tasks and ability to adapt to new policies and procedures.

Resources		
Books/Articles/Podcasts	**Online/e-Learning**	**Instructor-Led Courses**
7 Habits of Highly Effective People, Stephen Covey - Good to Great, Jim Collins - The Power of Habit, Mike Chamberlain - The New Rules of Work: The Modern Playbook for Navigating Your Career, Alexandra Cavoulacos - Deep Work: Rules for Focused Success in a Distracted World, Cal Newport - Lifehacker: The Guide to Working Smarter, Faster, Better, Adam Pash - Working Smart: How to Accomplish More in Half the Time, Michael LeBoeuf - Work Simply: Embracing the Power of Your Personal Productivity Style, Carson Tate - Driven To Distraction At Work: How To Focus And Be More Productive, Edward Hallowell, M.D	- Staff Development SharePoint Site - Lynda.com: - Time Management Fundamentals - Outlook 2016: Time Management with Calendar and Tasks - Managing your Calendar for Peak Performance - Finding Work-life Balance and Implementing Healthy Work Habits - Working Remotely - Time Management: Working from Home - Leading Productive Meetings - When: The Scientific Secrets of Perfect Timing - Getting Things Done - Finding Your Time Management Style	- Covey 5 Choices of Extraordinary Productivity - Time Management Essentials 7 Habits of Highly Effective People - LMS - DSHS EAP – Living with Change and Managing Stress in the Workplace - WA-State Managing Transition and the Human Side of Change

Quality Orientation

Definition: Accomplishing tasks by considering all areas involved, no matter how detailed; showing concern for all aspects of the job; accurately checking processes and tasks; being watchful over a period of time.

Key Actions:
- Follows procedures — Accurately and carefully follows established procedures for completing work tasks.
- Ensures high quality output — Vigilantly watches over job processes, tasks, and work products to ensure freedom from errors, omissions, or defects.
- Takes action — Initiates action to correct quality problems or notifies others of quality issues as appropriate.

Self-Assessment: Attention to Detail Test

Observable Behaviors of Key Actions		
Awareness	**Proficiency**	**Mastery**
• Knows how to find information in: RTI, Handbook, PCMs, CNs, procedures, etc. • Looks things up and double checks own work. • Becomes comfortable drawing conclusions about adding appropriate information (i.e., using generic income for 9-275). • Relies on others to remove obstacles at times.	• Knows the answers are in the handbook but may not know exactly where. • Demonstrates more confident in knowing answers without needing to look up processes and procedures; not questioning as much. • Asks fewer questions to lead workers. Makes fewer mistakes and less work returned when spot checked. • Identifies go-to people to check work (knows who to ask for what). • Completes work processes proactively (i.e., updating phone numbers and addresses). • Works more independently; effective and efficient.	• Demonstrates ability to cite and reference specific chapters of the Handbook. • Shows others where to look for information on various subjects. • Stays current on changes - explaining and demonstrating recent changes to both internal and external customers. • Shows others that they have auditing ability. • Trains others on processes, procedures, and the use of additional tools. • Acts as the go-to person (you are a SME and can articulate what to do and how to do it). • Works independently and stays available to help others.

Resources			
Books/Articles/Podcasts	**Online/e-Learning**	**Instructor-Led Courses**	**Other**
- The Quality Toolbox, Second Edition, Nancy R. Tague - Making Change Work, Brien Palmer - Root Cause Analysis: The Core of Problem Solving and Corrective Action, Duke Okes - Quality Orientation - Creating a Culture of Quality - The Memory Jogger 2, Second Edition: A Pocket Guide of Tools for Continuous Improvement and Effective Planning, Michael Brassard and Diane Ritter	- Lynda.com - Quality at the Source - Quality Performance - Quality of Results - Lean Qualities - Covey - The Dabbawalas - Law of the Harvest - Complete Projects with Quality Results - Online 5 Ways to Improve Quality 6 Ways to Improve Employee Quality 5 Insights to Easily Improve Quality Control	- Covey - The 5 Choices to Extraordinary Productivity - The 4 Disciplines of Execution - The 7 Habits of Highly Effective People - DiSC – Improve Workplace Culture - Motivational interviewing - Social Styles & Versatility - Crucial Conversations - Crucial Confrontations	Self-Audit Resource Tool (used by SEO3s)

Stress Tolerance

Definition: Maintaining stable performance under pressure or opposition (e.g., experiencing time pressure, conflict, or job ambiguity); handling stress in a manner that is acceptable to others and to the organization.

Key Actions:
- <u>Maintains focus</u> — Stays focused on work tasks and productively uses time and energy when under stress.
- <u>Maintains relationships</u> — Presents a positive disposition and maintains constructive interpersonal relationships when under stress.
- <u>Copes effectively</u> — Develops appropriate strategies to prevent or alter conditions that create stress and to sustain physical and mental health.

Self-Assessment:

Workplace Stress Survey   Stress Assessments

Observable Behaviors of Key Actions		
Awareness	**Proficiency**	**Mastery**
• Demonstrates an understanding of what kind of behaviors make people upset. • Recognizes when experiencing stress (venting, body language, etc.). • Uses time effectively most of the time.	• Uses multiple coping mechanisms. • Demonstrates being comfortable enough with lead workers to communicate stressful situations and problems. • Stays focused on work tasks. • Juggles various duties and can multitask. • Presents a positive disposition.	• Demonstrates how to maintain a work/home life balance. • Quickly moderates own triggers to stay effective in stressful situations. • Remains composed under pressure. • Builds and maintains constructive relationships. • Maintains professionalism at all times. • Handles stress in an acceptable manner – models that behavior to others. • Engages in productive self-care (stretching, taking breaks, etc.). • Prepares in advance for stressful situations. • Assists others who are stressed (mentor others).

Resources		
Books/Articles/Podcasts	**Online/e-Learning**	**Instructor-Led Courses**

Books/Articles/Podcasts

- Managing Stress In The Workplace: How To Get Rid Of Stress At Work And Live A Longer Life (Stress Management Techniques) Kindle Edition, Joe Martin.

- Coping with Stress at Work

- Stress Tolerance: Living and Working in a Changing World, Bill Attenweiler

- Getting Things Done: The Art of Stress-Free Productivity, David Allen

- Stress Management for Dummies, Allen Elkin

Online/e-Learning

- Lynda.com:

  o Managing Stress for Positive Change

  o Understanding Stress

  o Mindfulness

  o Getting Things Done

- Teleworking

- Employee Assistance Program

- SmartHealth

- Hints for Coping with Change and Stress

- EAP On Demand Webinar: Stress Management

- Talent Management: De-stress at Your Desk

- 24 Ways to Be Mindful All Day, Every Day

Instructor-Led Courses

- Motivational Interviewing

- Managing Job Stress

- Crucial Conversations

- Focus: The 5 Steps to Extraordinary Productivity

- DSHS EAP – Living with Change and Managing Stress in the Workplace

- WA-State Managing Job Stress

- WA-State Getting Things Done

Valuing Differences

Definition: Working effectively with individuals of diverse cultures, interpersonal styles, abilities, motivations, or backgrounds; seeks out and uses unique abilities, insights, and ideas from diverse individuals.

Key Actions:
- Seeks understanding — Establishes relationships with people from other cultures and backgrounds to learn more about them.
- Conveys respect — Uses language and behavior that consistently reflect and enhance the dignity of diverse customers, partners, and employees; takes actions that show consideration for cultural concerns and expectations; continually examines own biases and behaviors to avoid stereotypical responses.
- Considers diversity as an advantage — Seeks out and uses ideas, opinions, and insights from diverse sources and individuals.

Self-Assessment:

   Building Your Management Skills   -   Diversity Activities

Observable Behaviors of Key Actions		
Awareness	**Proficiency**	**Mastery**
• Shows awareness of diversity - can express/explain general concepts of EDI (Equity, Diversity and Inclusion) and know that it exists within the organization. • Demonstrates an understanding of different learning and listening styles; can explain the basics. • Has an understanding of own culture and is able to accept differences in other cultures. • Expresses awareness of cultural differences appropriately.	• Interacts with others in a manner that shows an understanding of the general concepts of EDI. • Volunteers to be a participant or contributor to EDI-related activities. • Provides basic services to internal and external customers to remove EDI-related barriers. • Presents information in different ways to address differences in learning/ listening styles. • Tailors behavior to provide customer service to all customers. • Receives feedback and adjusts performance when needed (failing forward). • Expresses curiosity about different cultures and asks questions with sensitivity (as well as shares information).	• Acts as an agency/local resource in the area of diversity (EDI is always a focus of daily work). • Navigates challenges associated with the sensitive topics surrounding EDI. • Advocates for and expresses awareness and understand of own and others' needs. • Proactively finds ways to be inclusive -anticipates and prepares work with an EDI lens. • Assists others moving through an uncomfortable EDI situation in a manner that helps them learn from the situation. • Finds ways to embrace and celebrate differences (internal and external customers, outreach, etc.).

Resources		
Books/Articles/ Podcasts	**Online/e-Learning**	**Instructor-Led Courses**

Books/Articles/ Podcasts

Podcasts

- National Public Radio's Code Switch

- On Being

- Hidden Brain

EDI – DSHS SP site

- Interactive Diversity Wheel

- Continuous Learning links

- Deeper Dive

- Unconscious Bias

- Micro Aggressions

- Power and Privilege

Books

- Making Good: How Ex-Convicts Reform and Rebuild Their Lives, Shadd Maruna

Online/e-Learning

Lynda.com

- Managing Diversity course (C. Mattice-Zundel)

- Harnessing Diversity video (D. Boyd)

- Diversity, Inclusion and Belonging course (P. Wadors)

- Appreciating Diversity video (B. Andreatta)

- Communication and Cultural Differences video (D. Clark)

- Developing Cross-Cultural Intelligence course (T. Kolovou)

Covey

- The Diversity Advantage: Leveraging Differences at Work for Great Results (AAP, 30-60 min video)

- Mauritius (spotlight on small African island that has (AAP, ≤15 min video)

- Autobiographical Responses and Empathic Listening (AAP, ≤15 min video)

- Resolving Generational Conflict: Understanding and Navigating Generational Differences at Work (AAP, 30-60 min video)

- [Business Resources News](#)

Instructor-Led Courses

LMS:

- DSHS Diversity and Macroaggression Awareness Training (ILT)

- ILT - Generations in the workplace or other 'generations' training

- ILT- Crucial Conversations

- Teleworking opportunities

- Statewide workgroup participations

- DV - In Her Shoes simulation

LEAN:

- WA-State Diversity and Inclusion (ILT)

- WA-State Diversity: Creating Synergy in the Workplace

Outreach:

Participation and representation at outreach fairs and events: homelessness; incarceration/re-entry; veterans; DV; tribal; Re-entry simulation etc.