

Performance Core Competencies Guide

ATTACHMENT 1

Definitions of Overall Rating Terms	
4 = Exceeds Expectations	Performance consistently exceeds what is expected of an employee with similar tenure and experience level in the role, even on the more difficult or complex aspects of the job. Plans, anticipates problems and takes appropriate action for problem resolution. Contributions to and knowledge of the organization is valued and sought out on a regular basis. Work requires virtually no follow-up, is performed safely, independently with thoroughness, ahead of established timelines and in a cooperative manner and with a high degree of accuracy. Few to no surprises/problems are encountered. Thinks beyond the details of the job, and works toward the overall objectives of RTA. Shows substantial initiative and is a self-starter. Errors are few and cause no impacts to the Authority. Demonstrates pride in quality of end product/project. He/she consistently and effectively leads and motivates peers/subordinates. Requires minimal supervision and follow-up, majority of work is performed independently. He/she manages daily responsibilities in a way that clearly aligns with and supports the Accountability Agreement at the division level and the business unit level to ensure that all goals and objectives are met on time and on budget.
3 = Meets Expectations	Performance meets what is expected of an employee with similar tenure and experience level in the role. Performance is solid, consistent and provides a valued contribution to the organization. Errors are rare and not repeated. Normal supervision, direction or follow-up is required. Work is performed safely, with thoroughness and in a timely manner. Can identify resources available for help and determine when additional assistance is needed. Few surprises/problems are encountered. End product/result is clear, concise and of high quality. He/she will take initiative and/or motivate or lead peers/subordinates. He/she manages work in a way that clearly aligns with and supports the Accountability Agreement at the division level and the business unit level.
2 = Sometimes Meets Expectations	Performance is not entirely meeting expectations in all areas as would be expected of an employee with similar tenure and experience level in the role. Improvement is needed to fully meet expectations in all aspects of the role. Lapses in performance are due to the employee's own lack of skill, knowledge or effort/initiative. Errors are more frequent, requiring re-work. Employee is making a concerted effort to learn from errors/mistakes by applying knowledge gained to improve job performance and development. More than normal supervision, direction or follow-up is required. Employee seeks help/input to improve performance. Employee takes initiative and/or motivates or leads peers/subordinates. Performance may occasionally meet the Accountability Agreement goals and objectives, but is inconsistent and cannot always be relied upon.
1 = Does Not Meet Expectations	Performance fails to meet what is expected of an employee with similar tenure and experience level in the role. Immediate improvement is required. Unsuccessful job performance is due to the employee's lack of knowledge, skills and/or effort/initiative. Almost constant supervision is required for many aspects of the job. Errors are frequent and repeated, requiring employee's work to be redone. Employee's lack of performance is creating negative consequences for work team and others have to assume additional responsibilities. Employee may have received coaching and/or discipline with no appreciable improvement in work performance. Performance may not meet the Accountability Agreement's goals and objectives at the division level or the business unit level.



- 1. ACCOUNTABILITY/DECISION MAKING AND PROBLEM SOLVING:** Skills, abilities and behaviors that demonstrate and support personal and professional commitment, responsibility and accountability in the daily execution of job duties/goals with the ability to self-start and pursue job assignments through personal motivation, analyzes problems by evaluating available information and resources and develops effective, viable solutions to problems which can help drive the effectiveness of the Authority.

ACCOUNTABILITY/DECISION MAKING AND PROBLEM SOLVING			
Performance Levels			
Does Not Meet 1	Sometimes Meets 2	Meets 3	Exceeds 4
<ul style="list-style-type: none"> • Cannot be depended on; often does not follow through on commitments; not resourceful. • Does not accept accountability and responsibility for actions; places blame on others or situations. • Needs more direction and oversight than expected to establish effective goals; not attentive to personal and departmental goal fulfillment. • Waits for others to assign task or develop work schedule/timelines; consistently unable to complete work within timelines/by deadlines; • Work products are incomplete or contain errors; often looks to others to find mistakes, make suggestions or corrections; effort is minimal; • Needs close supervision/direction to start and/or complete assignments. • Unable to work effectively through business process changes or industry changes. • Performance/responses is erratic and/or inconsistent; unable to maintain objectivity in conflict situations. • Makes unwise, questionable or naïve decisions that do not withstand test or challenge; often indecisive on issues and adds to confusion. • Often fails to or inaccurately defines the question/problem which requires a solution. • Makes assumptions without investigating or establishing facts; jumps to conclusions or arrives at conclusions without considering a range of alternatives; • Fails to keep appropriate personnel informed. 	<ul style="list-style-type: none"> • Can be consistently counted on; follows through on commitments; resourceful. • Accepts accountability and responsibility for own actions and job performance; does not inappropriately place blame on others or situations; • Takes actions/makes active attempts to achieve goals beyond what is required; establishes and works to fulfill personal/departmental goals. • Applies different/novel ways to deal with organizational problems and opportunities; looks for or requests additional assignments; • Readily accepts and seeks responsibility. • Consistently develops own schedule/timelines for projects/assignments; completes work within timelines/by deadlines; uses time wisely, overcomes common obstacles. • Work products are complete, with few errors; checks own work to assure accuracy before delivery; • Requires normal to little supervision; usually able to assess situations and take action with minimal direction. • Works effectively through business process changes or industry changes. • Performance/behavior is consistent; • Consistently able to maintain objectivity in conflict situations. • Usually knows what has to be done and initiates the appropriate action independently; • Able to manage competing priorities and make good decisions in regards to performance; Consistently willing to make decisions, commit to a solution and take appropriate action; • Reaches logical conclusions and develops solutions; consistently uses effective fact-finding skills and identifies critical information; able to collect, integrate and evaluate appropriate information. • Keeps appropriate personnel informed. 	<ul style="list-style-type: none"> • Can be consistently counted on; works whatever time necessary to complete project assignment or task; works independently; always takes charge in the absence of direction. • Readily accepts accountability and responsibility for own actions and job performance; develops and fulfills especially challenging personal/departmental goals; • Takes steps to help others achieve their goals/objectives. • Applies unique/novel ways to deal with organizational problems and opportunities; requests opportunities to learn new duties/skills; goes above and beyond. • Develops own schedule/timelines for projects/assignments; work completed in advance of timelines; end product is of high quality and requires little or no review from manager; work outputs always significantly exceed requirements; productivity is consistently above average. • Easily adjusts and works effectively through multiple and/or complex business process changes or industry changes; works to gain knowledge of changing industry and its effects to daily business processes; • Uses challenging experiences for personal growth and development; maintains objectivity in conflict situations. • Assess multiple, complex situations and takes independent and corrective action with little or no direction; able to multi-task and maintain a high level of performance; overcomes obstacles. • Willing to make decisions, commit to a solution and take appropriate action; assesses probable consequences and forms a sound conclusion. • Uses effective fact-finding skills and identifies critical information; integrates complex information and produces creative yet practical solutions that can be implemented efficiently. • Keeps appropriate personnel informed. 	



- 2 COMMUNITY AND DIVERSITY:** Skills, abilities and behaviors that fosters and values an environment in which those who are diverse can work together cooperatively and effectively in achieving organizational goals.

COMMUNITY AND DIVERSITY SKILLS			
Performance Levels			
Does Not Meet 1	Sometimes Meets 2	Meets 3	Exceeds 4
<ul style="list-style-type: none">• Fails to recognize and appreciate diversity within staff; fails to create an environment of cooperation among diverse staff.• Fails to discuss with or coach staff on methods of effectively working in a diverse multicultural environment.• Fails to coach others on the importance of respecting diversity; fails to address diversity issues among staff; allows diversity issues to fester.	<ul style="list-style-type: none">• Demonstrates respect for individual differences and establishes a climate where all people can be comfortable and productive.• Relates effectively with people of diverse backgrounds• Coaches peers and subordinates on the importance of respecting diversity and working effectively in a multicultural environment.• Evaluates work and behavior without cultural bias.• Demonstrates behaviors, attitudes, and skills that enable them to work effectively with customers from diverse backgrounds and experiences.	<ul style="list-style-type: none">• Encourages others to exhibit cultural sensitivity and value diversity.• Actively promotes implements, or aligns with strategic initiatives related to diversity and justice in the workplace.• Consistently encourages and promotes appropriate methods for working together; emphasizes the importance of respecting diversity.• Demonstrates and coaches others to develop behaviors, attitudes, and skills that enable them to work well with customers from diverse backgrounds and experiences.• Ensures that RTA programs are responsive to or improve services to diverse customer communities.	



- 3. COMPLIANCE:** Skills, abilities and behaviors that ensure compliance with all applicable requirements. Actively participates in proactive compliance efforts. Maintains standards and adheres to regulatory guidelines and requirements with regard to processes and procedures. Analyzes, understands and complies with existing and new regulations, policies, laws and guidelines. Analyzes and evaluates existing policies, procedures, and internal controls to ensure compliance with requirements.

COMPLIANCE EXPECTATIONS			
Performance Levels			
Does Not Meet 1	Sometimes Meets 2	Meets 3	Exceeds 4
<ul style="list-style-type: none"> • Fails to consider new ideas or recommendations; fails to identify or address inefficient areas within the unit. • Fails to comply with regulatory requirements and does not conduct periodic review of activities to ensure work in compliance with risk objectives. 	<ul style="list-style-type: none"> • Identifies inefficient areas within unit and generates new ideas and recommendations. • Encourages innovative solutions from team members; serves as a role model for change by striving for continuous improvement. • Encourages, understands, and effectively communicates ongoing compliance with regulatory requirements and conducts periodic review of activities to ensure work in compliance with risk objectives. 		<ul style="list-style-type: none"> • Proactively seeks new ideas to improve and identify risks and impacts of change and mitigation strategies to address them; evaluates controls to help mitigate negative outcomes through prevention or detection and correction; and communicates the impact of identified risks and recommends corrective action. • Coaches others in business process improvement; creates an environment where suggestions for change and appropriate risk taking are valued; creates mechanisms for evaluating the success of change and making necessary adjustments. • Promotes ongoing compliance with regulatory requirements and conducts periodic review of activities to ensure work in compliance with risk objectives.



- 4. CUSTOMER SERVICE / WORK RELATIONS:** Skills, abilities and behaviors that demonstrate and support interpersonal and team relations and customer service practices and that promote a high level of customer service to internal and external customers and promote a positive attitude and environment, where shared goals are pursued and achieved through team efforts.

CUSTOMER SERVICE / WORK RELATIONS EXPECTATIONS			
Performance Levels			
Does Not Meet 1	Sometimes Meets 2	Meets 3	Exceeds 4
<ul style="list-style-type: none"> • Often uncooperative, insensitive and disrespectful to co-workers/customers; possesses a negative attitude; makes minimal effort to work with and/or is unwilling to assist co-workers/customers. • Usually unable to maintain composure in difficult and/or stressful situations; complains when assigned group activities/assignments. • Usually unable to maintain confidentiality. • Focuses on competition vs. collaboration; unwilling to share ideas; ego becomes overly invested in work products. • Conflicts are not resolved effectively. • Does not demonstrate respect of differences or workplace diversity. • Focuses on self; actions detract from group efforts; behavior lowers productivity of group efforts; unnecessarily criticizes group members/co-workers. 	<ul style="list-style-type: none"> • Consistently cooperative, sensitive and respectful to co-workers/customers; maintains a positive attitude; responsive to customer/co-worker needs. • Consistently maintains composure and self-control in difficult and/or stressful situations; willing to work with others and contribute actively to achieving goals. • Consistently maintains confidentiality. • Focuses on collaboration vs. competition in making sound decisions and accomplishing effective work results; consistently shares knowledge and listens actively; fairly considers and implements the ideas of others; doesn't let ego get in the way of accomplishing successful work results. • Conflicts are consistently resolved effectively; usually maintains objectivity in conflict situations; usually able to determine solutions acceptable to all parties involved; works through alternatives when unable to meet specific needs. • Works in a manner that fosters mutual respect and understanding of differences or workplace diversity. • Viewed by others to be a good team player; recognizes contributions of others; strives to maintain a positive attitude for self/team. 	<ul style="list-style-type: none"> • Always cooperative, sensitive and respectful to co-workers/customers; maintains and models a positive attitude, even during extremely difficult and/or highly stressful or challenging situations; places high priority on increasing customer/co-worker satisfaction. • Always maintains composure and self-control in difficult and/or stressful situations leading self and others to actively achieve goals. • Always maintains a high level and awareness of confidentiality. • Always focuses on collaboration vs. competition in making sound decisions and accomplishing effective work results; focuses on the commonalities rather than remaining territorial on issues; solicits and appropriately uses input from others; shares information and authority; recognizes and values contributions of others; able to determine appropriate time and manner to share knowledge; separates ego from decisions and work results to ensure that decisions and work products are in the best interest of the authority. • Always effectively resolves and contains conflicts; serves as an example of tact and diplomacy to co-workers; accurately diagnoses interpersonal situations, effectively determines cause/effects, and appropriately holds people accountable for successful resolution of issues. • Always works in a manner that fosters mutual respect and understanding of differences or workplace diversity, proactively overcoming obstacles by creative thinking and/or problem resolution. • Always contributes, encourages and promotes team building efforts and goal attainment; facilitates cooperation between individuals and groups; understands and applies team building principals. 	



- 5. FINANCIAL AND BUDGET MANAGEMENT:** Skills, abilities and behaviors that understand the organizations' financial processes and prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results and monitors expenditures and uses cost-benefit thinking to set priorities. Accesses and reviews standard reports as appropriate for the organization; creates yearly spending plan for all budget accounts; keeps appropriate records of organizational spending and tracks it against spending plan; reallocates resources as organizational change occurs. Regularly analyzes budget data to identify trends and improve the cost effectiveness of unit processes and practices; gathers and organizes credible data to make a business case for changes and additional resources.

FINANCIAL AND BUDGET MANAGEMENT EXPECTATIONS			
Performance Levels			
Does Not Meet 1	Sometimes Meets 2	Meets 3	Exceeds 4
<ul style="list-style-type: none">• Subject to utilizing appropriated work activity funds as directed by supervising authority, where monetary expenditures are routine in nature and subject to prior approval.• Budgetary knowledge is limited to individual expenditures and subject to frequent cross-reference with unit/department budget guidelines.	<ul style="list-style-type: none">• Subject to exercising spending discretion over expenditures that vary in amount, but individually are of no significant weight to the unit/department budget.• Coordinate the use of allocated fiscal resources among a team or multiple teams/work groups.• Hold selective in-depth knowledge and limited applied experience in planning, allocating and managing the use of fiscal funds to develop informal work group budget, and formally account for and report work team(s) expenditures.		<ul style="list-style-type: none">• Subject to planning and developing program resource plans and budgets for multiple departments and/or operations within the organization on the basis of organization's strategic vision.• Holds expert's knowledge and extensive applied experience in requesting funds vital to sustaining organization's long-term fiscal stability.• Develops framework for implementing organization-wide internal control environment to ensure compliance with legal policies, laws, regulations, and rules.



- 6. HUMAN RESOURCE MANAGEMENT:** Skills, abilities and behaviors that ensure staff are appropriately selected, developed, utilized, appraised, and rewarded; takes corrective action when necessary. Assesses current and future staffing needs based on organizational goals and budget realities. Follows appropriate human resource policies and procedures. Clearly establish and communicate expectations and accountabilities; monitors and evaluates performance; provides effective feedback and coaching; identifies development needs and helps employees address them to achieve optimal performance and gain valuable skills that will translate into strong performance in future roles. Maintains a work environment that is free of harassment and/or discrimination.

HUMAN RESOURCE MANAGEMENT EXPECTATIONS			
Performance Levels			
Does Not Meet 1	Sometimes Meets 2	Meets 3	Exceeds 4
<ul style="list-style-type: none"> Establishes departmental goals but does not establish or communicate individual accountabilities toward reaching those goals. Does not consistently provide employees with the resources they need to accomplish their goals. Does not monitor the “right” performance results on a regular basis and is slow to confront or address under-performers. Fails to take responsibility for coaching and developing others. Leaves the responsibility for identifying development opportunities (i.e., training, mentor relationships, etc.) to employees without taking an active role. Fails to recognize positive contributions. Hires individuals who have the skills to meet the demands of the current position opening but ignores factors that will lead to success at higher levels within the authority or long-term department goals. Fails to monitor that staff comply with harassment prevention and anti-discrimination policies, laws and rules; fails to communicate and monitor that staff understand harassment prevention and anti-discrimination policies, laws and rules; fails to address in a timely and effective manner harassment and/or discriminatory behavior from staff; creates an environment that allows harassment and discrimination; models inappropriate workplace behavior. 	<ul style="list-style-type: none"> Establishes departmental and individual goals; clearly communicates departmental and individual goals and accountabilities. Provides adequate resources for employees to accomplish their goals up front and upon request of employees; removes barriers as needed to help accomplish team goals. Monitors the “right” performance measures; gives frequent and candid performance feedback on how employees are doing their jobs. Actively coaches individuals and teams to strengthen their performance. Takes responsibility for identifying individual employee development needs and finding ways to address them. Notifies and shows appreciation when expected results and behaviors are realized; retains high performers through recognition of accomplishments and development/career opportunities. Focuses on the skills needed for the current position opening as well as the qualities needed to be successful in future roles within the Authority when hiring. Ensures that all staff understands and comply with the harassment prevention and antidiscrimination policies, laws and rules; models appropriate workplace behavior; intervenes promptly if inappropriate behavior occurs. 	<ul style="list-style-type: none"> Establishes departmental and individual goals; directs individuals to focus on the most vital departmental goals to maximize personal success within the department. Monitors employee progress and proactively makes adjustments in resource allocations; proactively removes barriers to help accomplish team goals. Monitors the “right” performance measures; gives frequent and candid performance feedback; demonstrates courage by taking resolute action against weak performers. Inspires others to strengthen their coaching skills to drive overall organization objectives. Identifies patterns in employee behavior that indicate development needs across the organization and identifies ways to systematically enhance the skills of authority employees. Celebrates expected results and behaviors through creative and spontaneous means; retains high performers through recognition of accomplishments and development/career opportunities. Consistently selects individuals with the highest potential for long-term success within the Authority; has a keen ability to attract talented individuals. Regularly ensures and monitors that staff understand and comply with the harassment prevention and anti-discrimination policies, laws and rules; consistently models appropriate workplace behavior; coaches others on appropriate workplace behaviors; anticipates potential inappropriate behavior and takes action to prevent the occurrence; ensures staff is properly trained on harassment and discrimination policies, laws and rules. 	



- 7. INTEGRITY:** Skills, abilities and behaviors that resolve issues in a forthright manner. Represent information and data as accurately and completely as possible. Appropriately maintains confidentiality. Behaves in a way that demonstrates honesty, fairness, trustworthiness, and sincerity in all interactions.

INTEGRITY EXPECTATIONS			
Performance Levels			
Does Not Meet 1	Sometimes Meets 2	Meets 3	Exceeds 4
<ul style="list-style-type: none"> • Fails to hold oneself and team accountable to professional standards and procedures when taking action and making decisions. • Acts unethically and lacks good judgment in conflict of interest situations; • Tolerates and/or fails to address unethical behavior from team members. • Fails to recognize ethical dilemmas or unethical behavior. • Fails to comply with Code of Ethics or standards of conduct. 	<ul style="list-style-type: none"> • Follows and promotes professional standards, established procedures, and policies when taking action and making decisions. • Identifies ethical dilemmas and conflicts of interest; takes appropriate action. • Recognize and promptly takes appropriate action in dealing with ethical dilemmas or unethical behavior. • Complies with Code of Ethics and standards of conduct. • Respects and maintains confidentiality. • Tells the truth and is honest in all dealings. 		<ul style="list-style-type: none"> • Consistently demonstrates a high level of professional standards and holds team to the same high level of standards when making decisions and adhering to policies and procedures • Consistently demonstrates and promotes ethical behavior and creates an environment where unethical behavior is not tolerated; mentors others in ethical decision making. • Adheres to a set of core values that are represented in decisions and actions. • Respects and maintains confidentiality. • Complies with Code of Ethics and standards of conduct.

- 8. INTERPERSONAL AND COMMUNICATION SKILLS:** Skills, abilities and behaviors that enable clear, succinct and effective communication to individuals and groups in oral and written format ensuring that information is passed on to others who should be informed.

INTERPERSONAL AND COMMUNICATION SKILLS EXPECTATIONS			
Performance Levels			
Does Not Meet 1	Sometimes Meets 2	Meets 3	Exceeds 4
<ul style="list-style-type: none"> • Inconsistent, scattered or unclear communications style; presentation of ideas is unclear and terminology is inappropriate for the audience. • Often does not share information with others; prohibits effective decision making by providing inadequate or misleading information; does not keep others informed in a timely manner. • Often does not listen well; does not understand what is said; often interrupts others; is argumentative. • Written communication is usually below an acceptable level for the position may include use of poor grammar, errors, etc. • Usually does not seek clarification of issues; allows misconceptions to persist. 	<ul style="list-style-type: none"> • Thoughts and ideas consistently presented clearly and succinctly in language and terminology appropriate to the audience. • Consistently shares information with others; provides sufficient information for others to make decisions; uses graphics and other aids to clarify information. • Consistently keeps others informed in a timely manner; seeks help when unsure; usually knows when to keep manager informed of progress to avoid problems or surprises. • Consistently listens effectively; limits interruptions and challenges others' opinions respectfully. • Written communication is clear and understandable and presented in appropriate format for audience. • Asks questions to clarify misunderstandings. 		<ul style="list-style-type: none"> • Effective communicator; presents complex information clearly and succinctly; can communicate difficult concepts to various audiences; appropriately uses graphics and other aids to clarify complex or technical information. • Appropriately shares ideas and information with others, seeks help when unsure; appropriately uses graphics and other aids to clarify information. • Keeps manager and/or others informed of progress to avoid problems or surprises; anticipates information needed to facilitate decision making. • Listens attentively and ensures clear understanding of communication by summarizing or paraphrasing of what others have said to verify/clarify, exceptional listening skills. • Superior written communication skills.



- 9. JOB KNOWLEDGE AND QUALITY:** Relates to the tasks/duties and the tools, knowledge and skills required to perform and/or maintain knowledge related to the job. **Note:** focus on specific knowledge/skills required in the position (e.g. proficiency in a particular computer language or application; use of special equipment; research/analyzing information, etc.)

JOB KNOWLEDGE AND QUALITY EXPECTATIONS			
Performance Levels			
Does Not Meet 1	Sometimes Meets 2	Meets 3	Exceeds 4
<ul style="list-style-type: none"> Has limited knowledge and skills needed to perform the tasks of the job; often unable to recognize routine problems or apply standard solutions; usually unable to provide answers to questions. Has limited or minimal training and/or experience related to the job's tasks; does not pursue knowledge or skill building opportunities. Often needs close supervision and instruction in order to complete the basic tasks of the job. Often does not use resources at hand to perform tasks, depends on input and direction from others on normal daily tasks. 	<ul style="list-style-type: none"> Has solid knowledge of duties and procedures of the job; consistently able to recognize routine problems and apply standard solutions; consistently able to provide answers to questions related to job area; may need assistance on more complex issues or questions. Has sufficient understanding of and is able to competently perform relevant duties and responsibilities of the job; pursues and applies knowledge learned to work assignments and projects; maintains up to date knowledge on business processes. Requires minimal supervision in order to perform daily tasks and/or assignments. Able to effectively identify resources required to complete assignments and/or projects; may require additional instruction on more complex or unusual assignments. 		<ul style="list-style-type: none"> Has thorough knowledge of all relevant or related duties, responsibilities and procedures of the job and is able to perform those duties with high level of professionalism; able to provide thorough, informative answers to complex questions. Has advanced knowledge, training and/or experience and can apply knowledge appropriately; maintains up to date knowledge on business processes and trends; applies knowledge learned to work assignments and projects. Identifies resources required to do daily assignments and/or projects, both complex and routine; recognizes and applies non-standard solutions to complex and/or uncommon problems. Often instructs and/or assists others in area of assignment; is a valued "point of contact" for information and/or guidance and is consulted on a regular basis by others in the organization.

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- 10. OPERATIONAL EXCELLENCE, SAFETY AND STEWARDSHIP:** Skills, abilities and behaviors that develops new approaches, identifies better, faster or less expensive ways to do things, promotes a safe work environment and encourages others to value operational excellence.

OPERATIONAL EXCELLENCE, SAFETY AND STEWARDSHIP EXPECTATIONS			
Performance Levels			
Does Not Meet 1	Sometimes Meets 2	Meets 3	Exceeds 4
<ul style="list-style-type: none"> Does not follow safety policies or take proactive steps to ensure the safety and security of self, employees and customers. Fails to consider new ideas or recommendations. Does not identify or address inefficient areas within the unit. Fails to implement new ideas, recommendations or solutions, fails to improve processes or procedures; does not encourage others to make process improvements; does not measure unit performance as a baseline for continuous improvement. Disregards authority directives, policies and procedures; 	<ul style="list-style-type: none"> Follows safety policies and takes proactive steps to ensure the safety and security of self, employees and customers. Identifies inefficient areas within unit and generates new ideas and recommendations to improve efficiency. Encourages innovative solutions from team members; serves as a role model for change by striving for continuous improvement. Understands and complies with authority directives/policies and procedures. 	<ul style="list-style-type: none"> Follows and promotes safety policies to ensure the safety and security of self, employees and customers. Proactively implements best practices in workplace safety. Seeks new ideas to improve unit processes and procedures; communicates with others internally and externally to identify best practices; thinks outside the box; identifies risks and impacts of change and mitigation strategies to address them. Creates an environment where suggestions for change and appropriate risk taking are valued; creates mechanisms for evaluating the success of change and making necessary adjustments. Understands, applies and promotes authority directives/policies. 	



- 11. PROJECT MANAGEMENT:** Skills, abilities and behaviors that effectively manage project(s) by appropriately focusing attention on the critical few priorities; effectively creates and executes against project timelines based on priorities, resource availability, and other project requirements (i.e., budget); effectively evaluates planned approaches, determines feasibility, and makes adjustments when needed.

PROJECT MANAGEMENT EXPECTATIONS			
Performance Levels			
Does Not Meet 1	Sometimes Meets 2	Meets 3	Exceeds 4
<ul style="list-style-type: none">Gets distracted by less important issues; does not adequately focus on the most critical priorities.Anticipates resource requirements for projects of minimal complexity; tends to over or underestimate resource requirements for more complex projects.Does not take adequate time or consideration prior to the execution of a project to plan an approach.Inconsistently communicates information to team members regarding project milestones, resource requirements, timelines, and measures of success.Does not establish intermediate goals throughout the project (milestones); does not adequately track progress toward the project goal, allowing the team to fall behind schedule.Fails to recognize and/or take action when a project plan needs to be revised given changing or unexpected circumstances.Provides on-going project updates infrequently and less effectively than others.	<ul style="list-style-type: none">Consistently focuses on the critical few priorities and manages those to achieve expected results.Accurately anticipates resource requirements (i.e., time, budget, and personnel) on projects of moderately complex scope.Spends time up front planning an approach and develops reasoned and feasible work plans given the resources available.Establishes and builds agreement among project team members for project milestones, resource requirements, timelines and measures of success.Establishes key milestones, adequately monitors progress toward milestones, and takes action to ensure timelines are met or exceeded.Modifies project work plans as appropriate and communicates those changes to the team to ensure the project is not derailed.Provides on-going updates regarding progress to keep others informed of status and outstanding issues.	<ul style="list-style-type: none">Provides direction to other team members on how to successfully manage multiple priorities.Accurately anticipates resource requirements even when faced with the most complex projects.Possesses exceptional planning skills and helps others in project planning to ensure they are able to develop feasible work plans.Energizes and creates commitment among team members regarding project milestones, resource requirements, timelines and measures of success.Consistently drives the project team toward exceeding expectations on the completion of project milestones and ultimately the overarching project timeline.Develops contingency plans during the planning phase of a project by anticipating the most likely risks to the project work plan; implements those contingency plans quickly when the need arises.Teaches others on how to provide effective on-going project updates.	



- 12 STRATEGIC THINKING/OVERALL CONTRIBUTIONS TO ADVANCE THE MISSION AND VISION OF RTA:** Skills, abilities and behaviors that communicate the big picture, examines policy issues, and strategic planning with a long-term perspective. Anticipates potential threats or opportunities. Implements the strategic plan. Communicates the big picture, expresses vision to others and influences others to translate mission and vision into action.

STRATEGIC THINKING/OVERALL CONTRIBUTIONS TO ADVANCE THE MISSION AND VISION OF NORTA EXPECTATIONS			
Performance Levels			
Does Not Meet 1	Sometimes Meets 2	Meets 3	Exceeds 4
<ul style="list-style-type: none"> • Fails to communicate the organization's vision and strategic direction to the work unit; fails to align unit objectives, goals, and/or activities to the organization's vision and mission. • Consistently fails to communicate the link to the organization's strategic plan when designing and delegating assignments. • Does not create an environment that encourages the team to contribute ideas that support the organization's strategic plan; dismisses team's ideas that support the organization's mission, vision and values. • Does not understand the organizational strategy. • Does not keep abreast of projects or initiatives that have organization wide impacts. • Does not use resources in a manner that is aligned with the organizational strategy. • Does not ensure that the right people are involved when implementing a strategy. • Does not demonstrate the ability to think strategically. 	<ul style="list-style-type: none"> • Clearly understands and communicates the organization's vision, mission, values and strategies. • Maintains an environment where individual and team activities contribute to organizational goals; • Communicates link to strategic goals in designing and delegating assignments; encourages team to contribute ideas that support the organizational goals. • Stays informed about initiatives and activities across the organization. • Deploys resources in alignment with the strategy and expects direct reports to do so as well. • Selects the people with the right knowledge and capabilities to implement business strategies. • Checks for understanding and clarity about accountabilities and expectations. • Demonstrates the ability to think strategically. 	<ul style="list-style-type: none"> • Consistently relates unit objectives and actions to the organization's vision and mission and is able to convey this to staff; clearly understands how short and long term objectives link to the vision. • Translates the "big picture" strategy into clearly defined objectives for the work unit or team. • Consistently ensures that unit goals and objectives are aligned with the strategic vision and meet the organizations' desired outcomes; • Recognizes strategic opportunities for success; adjusts actions and decisions to focus on critical strategic issues related to the work unit. • Encourages team members to focus on assignments that support or address the strategic issues of the organization; • Rewards and acknowledge employees whose actions and behaviors successfully support the authority's strategic plan goals. • Demonstrates active alignment with organizational strategy; questions activities that may not be aligned with the business strategy. • Encourages direct reports to stay informed about what is happening across the organization. • Coaches others to think strategically. 	