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**Aligning performance and development
for organizational success**

Resource Guide

ComEd
Nuclear Operations Division

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INTRODUCTION

Welcome to the Commit For Results Resource Guide! This Guide was created to help you with the Commit For Results process and to help you improve your performance and the performance of your team.

The Resource Guide is divided into six sections.

- **Overview** Contains general information about the process and annual cycle.
- **Personal Contribution Statement** Helps you write your personal contribution statement.
- **Commitment Setting** Provides resources for setting, updating and recording results on commitments, as well as sample agendas for the various discussions that should take place.
- **Leadership Behaviors** Defines leadership behavior standards.
- **Development Planning** Helps you write and implement a development plan.
- **Assessment of Overall Performance** Provides resources for the final performance assessment and career planning.

The Resource Guide should be used as a reference tool – when you need information about a specific area, simply turn to that section and find what you need.

You should make copies of the various forms and worksheets throughout so that you can use them more than once.

For additional information about the Commit For Results process or managing performance, please contact your local Human Resources representative or the NOD Director of Management Development.

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Commit For Results Overview

To succeed and grow in our new competitive marketplace, ComEd and specifically the Nuclear Operations Division, need excellent business performance. The most effective way to sustain a competitive advantage is through the energy, skills, and talents of our employees. Understanding this, the NOD is taking a proactive approach to performance management to achieve the business performance we need to be successful. By aligning the organization's goals and focusing on the key results we need to achieve, we will help individuals and teams succeed and meet the great challenges that face us as we approach the 21st century. This comprehensive approach is called *Commit For Results*.

Commit For Results is an integral part of how we will be doing business in the future. It is the way that employee performance is linked to the strategic direction and business plan of the organization. *Commit For Results* will:

- Serve as a connecting *link* between what individuals do every day on the job with the larger goals and values of the business. It will also help to mobilize people and focus their energies and understand their strategic role in the organization.
- Build a culture that *recognizes and rewards results* and holds individuals accountable for high performance standards.
- Serve as an important *communication* tool. It will enhance relationships and understanding between managers and team members about commitment results. It will also help individuals as a feedback process with the team and its manager.
- Connect individuals to their *customers*, whether internal or external to the business. One of the important characteristics of a high performing organization is that they value their customers.
- Help individuals become better at *self-assessment and self-development*. Each person will think about his or her own plan for individual development and setting priorities as to better adapt to a changing environment.
- Help to identify *interdependencies* among individuals and groups. By better understanding how we impact and are impacted by others, we become aware of the importance of working as a team to accomplish our goals.

Commit For Results is a partnership between manager and direct report. The objective of this partnership is to continuously increase business results through the ongoing improvement of each individual's capabilities. *Commit For Results* is not an elective program. It's something we must do. It is a continuous process with both ongoing responsibilities and benefits.

PROCESS OVERVIEW

Commit For Results answers three questions most often asked by employees: "What's expected of me?", "How am I doing?", and "How do I contribute to the organization?"

The process involves:

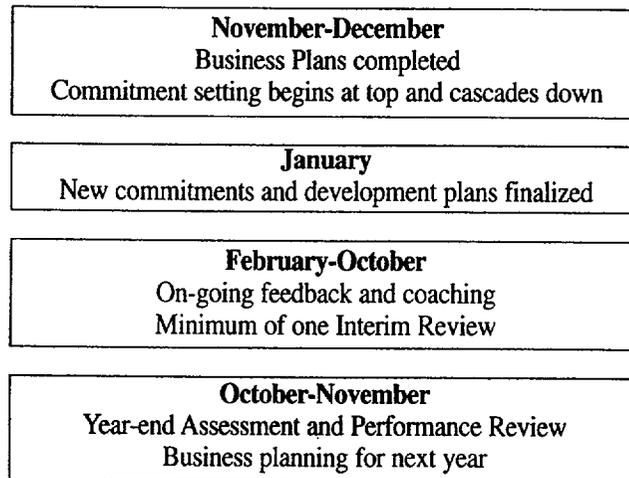
- commitment-setting discussions with both the team and individuals;
- on-going interim reviews during the year;
- performance review discussions at year-end.

The whole process is linked to the business planning cycle and works as a performance management cycle that encourages on-going discussions between supervisors and individuals about results and behaviors.

These discussions are designed to clearly set and document clear expectations with regard to expected results. During each cycle, each supervisor and individual will meet to

- (1) discuss and document commitments and development,
- (2) have interim discussions about performance and
- (3) have a year-end performance review.

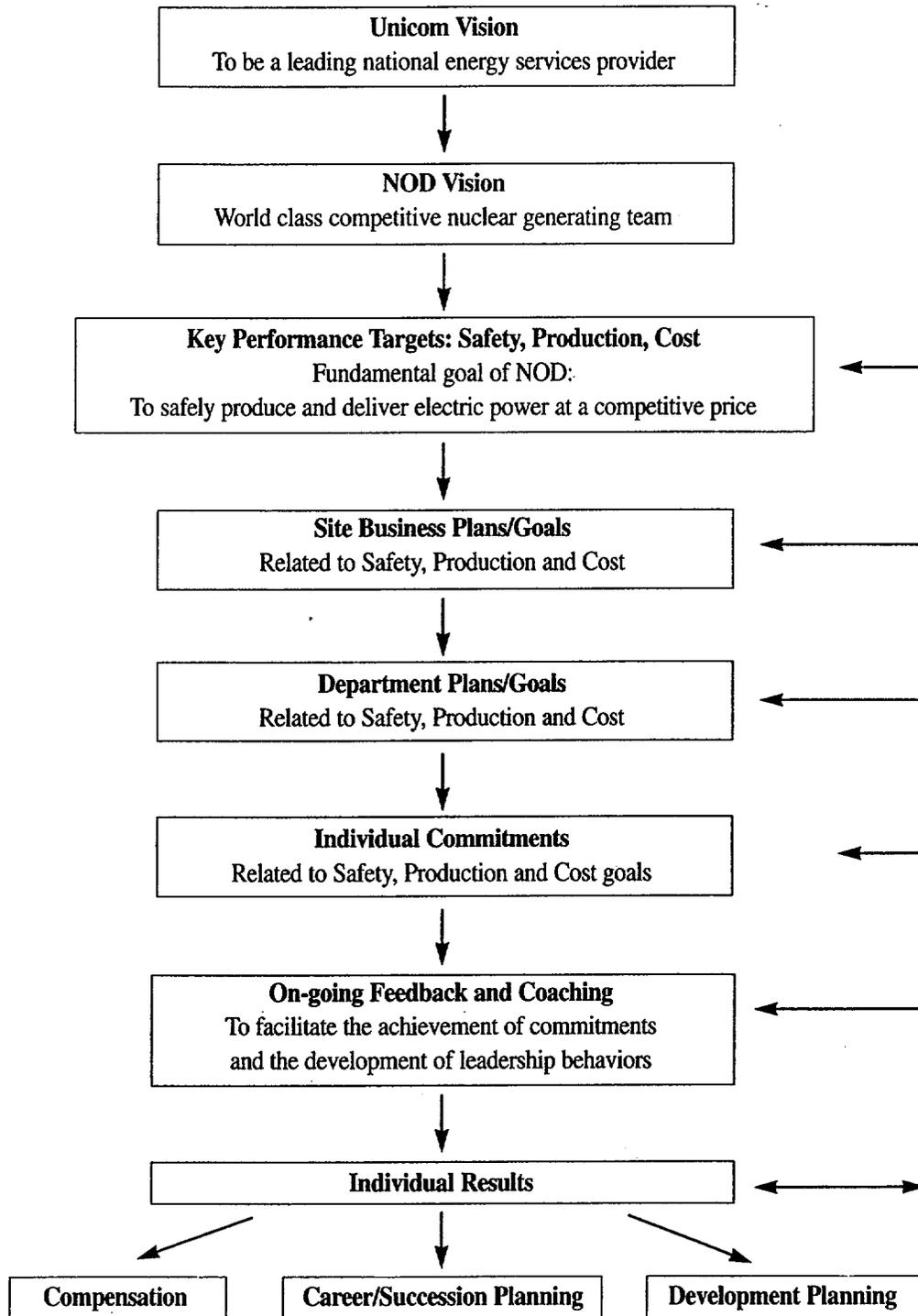
The following diagram depicts the annual cycle:



By using this process, managing performance becomes an integral, value-added part of daily work. By providing and seeking on-going feedback and coaching throughout the year, we can achieve higher levels of performance both personally and organizationally.

For NOD, the partnership between supervisor and individual will increase the focus on business strategy and goals. Commit For Results will help us become more competent, productive, and competitive.

Integrated Performance Management System



Often Asked Questions – with Answers!

Q. How does the Commit For Results process differ from the existing PPR?

- A. There are a number of significant differences. Commit For Results, which replaces the PPR:
- Links each employee's accountabilities to organizational strategies, goals and values
 - Focuses on the interaction between manager and direct reports, encouraging ongoing feedback and coaching
 - Encourages progress checks throughout the year, as well as a year-end assessment of demonstrated leadership behaviors
 - Requires managers to become involved in the development of their direct reports
 - Focuses on results and how they are achieved, continuous performance improvement and development.

Q. Will Commit For Results apply to all Nuclear Operations Division management employees?

- A. Yes! This process is to be used at all management levels in the organization.

Q. What is a performance commitment?

- A. Performance commitments relate to specific results that are linked to organizational strategies. They are specific, measurable, achievable, results-oriented and time bounded. They are also observable, and impact on variable compensation.

Q. Who participates in the commitment setting process?

- A. At a minimum, each employee will participate with his/her immediate supervisor. In the majority of cases, we expect the initial communication of the strategic direction and priority setting meeting to involve all the supervisor's direct reports, and/or all team members.

Q. Is it possible for an individual to have both individual and team commitments?

- A. Yes. In fact, many employees who work in teams will have both kinds of commitments. Remember though that even with team commitments, each team member must be sure of his/her contribution and have a specific commitment with results to be achieved.

Q. Will there be a new performance management form? Why?

- A. Yes, the Management Commitment Form has been designed to support the process. A new form was considered necessary to reflect the new principles and thinking. However, the form is not meant to take the place of conversation between supervisor and individual; it is the place to record personal contributions, commitments, and the final performance assessment.

Q. What is the manager's role in Commit For Results?

- A. Managers and supervisors play a critical role in making Commit For Results a powerful method for achieving organizational success. Specific responsibilities include:
- Ensuring clear accountabilities are set,
 - Defining degree of freedom within their direct reports' functions,
 - Staying informed about progress and removing barriers,
 - Providing feedback, support and coaching,
 - Evaluating performance, and
 - Making recommendations regarding staffing and compensation.

Q. What is the role of the employee in Commit For Results?

A. Employees also have a critical role to play in making Commit For Results work. Specific responsibilities include:

- Working collaboratively with supervisors to develop the Commitment Form,
- Implementing development plans,
- Preparing for and participating fully in meetings,
- Soliciting feedback from supervisor and others, and
- Accountability for fulfilling obligations as agreed.

Q. What is meant by consequences and how will they be applied?

A. In order for commitments to have any 'teeth', management must be in a position to recognize employee performance, both positively as well as negatively. So, if an employee achieves results or demonstrates behaviors above and beyond what is expected, that will result in a positive consequence such as some form of recognition. On the contrary, should the employee not follow through on performance commitments, initiating short-term performance improvement plans may be required.

Q. How does Commit For Results link to the compensation system?

A. Although specifics around compensation have to be determined, in general, pay increases will be linked to both performance against commitments and consistent demonstration of appropriate leadership behaviors. Specific information regarding salary increases will be available mid-1997.

Q. Why should we believe that the Division is committed to this process?

A. NOD has made a significant investment in the development and delivery of this process. Senior Management, as well as a Challenge Team of individuals from various sites and grade levels within NOD have been involved in its development—and are committed to its successful implementation. Senior management is being trained, and will be using the Commit For Results process with their direct reports.

Q. What is the timing of the different elements of the annual cycle and how will I make time for it?

A. For 1997, planning and commitment setting will take place in January/February but typically, the cycle begins towards the end of the year, in either November or December when the business plan for the next year has been completed. The business plan, organizational vision, and goals are communicated from the top down. Commitments are drafted at the highest levels of the organization and then are flowed down through the organization for aligned commitment setting. All commitments should be finalized in January for that year.

Although feedback and reviews should be on-going throughout the year, at a minimum one Interim Review should take place around June/July.

The year-end performance Assessment which takes place in October/November, combines measurement of: (1) results achieved based on the commitments set, and (2) consistently demonstrated leadership behaviors compared to the standards for the position.

A final rating will be determined which then becomes input for compensation changes. Any ongoing commitments are carried forward into the following year's planning process. Changes to compensation will be made in January.

Everyone must participate in this process, especially since compensation increases are tied to performance. While it will be time consuming until everyone is familiar with the concept, process and tools, it will then streamline operations and increase productivity as everyone will be focused on the right things, and will be doing them in the most effective way. The process will provide a valuable structure that employees will find easy to use and extremely effective in improving their individual performance.

Q. Will anyone hold my supervisor accountable for making sure these discussions take place?

A. All managers and supervisors are expected to have coaching and feedback discussions with their direct reports. If they do not do this, they will receive lower ratings in the leadership behaviors section of the assessment. The most senior managers of NOD are committed to Commit For Results; they will be holding managers and supervisors throughout the division responsible for following the process.

Q. Who can I turn to with questions?

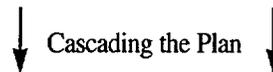
A. Your manager will be more familiar with the process and may be able to help you. Alternatively, you may speak to your site HR Supervisor or Representative, one of the facilitators, or the Director of Management Development at Downers Grove.

Implementation Process

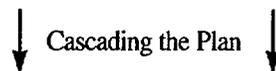
Business Planning



LEVEL 1 SITE ROLLOUT MEETINGS	
LEVEL 1 FACILITATED MEETINGS	
Purpose	Plan Commitment Process rollout
Participants	Site VPs and Level 2 Direct Reports
Process	Review Business Plan Identify interdependencies Initiate Commitment Process



LEVEL 2 FACILITATED MEETINGS OPERATIONS/MAINTENANCE/ENGINEERING	
Purpose	Level 2 Managers begin Commitment Process with Direct Reports
Participants	Level 2 managers, Level 3 Direct Reports and representatives from Level 4
Process	Identify individual commitments, interdependencies and issues to be addressed
Outcomes	Level 3 draft commitments



LEVEL 3/4 MEETING(S) REST OF SITE	
Purpose	Level 3 Managers begin Commitment Process with their Direct Reports
Participants	Level 3 Managers, Level 4 Direct Reports and representatives from Level 5 (as needed)
Process	Identify individual commitments, interdependencies and issues to be addressed
Outcomes	Level 4 draft commitments

Feedback

- Issues identified at Level 2
- Dependencies identified and support required at Level 2

Finalization of Level 2 commitments if required

Check alignment with Business Plan

Feedback

- Issues identified at Level 3
- Dependencies identified and support required at Level 3

Finalization of Level 3 commitments if required

Check alignment with Business Plan

Personal Contribution Statement

Your personal contribution statement defines your contribution to the organization. This statement should clarify the value of your role and not be a repeat of your job description. Your ultimate accountability and commitment to the organization is to satisfy this personal commitment statement. All other commitments and development activities should support this statement.

Answer the following four questions and use the responses to formulate your personal contribution statement at the bottom of the page. Transfer this statement to the Management Commitment Form.

What are the key products or services that I provide for my site?

Who benefits the most when I perform my job well?

In what way(s) do I make others successful?

What potential do I have to impact the overall performance of my site?

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Answer the following four questions and use the responses to formulate your personal contribution statement at the bottom of the page. Transfer this statement to the Management Commitment Form.

What are the key products or services that I provide for my site?

I provide solutions to technical software problems that Microsoft Office users have at NOD sites.

Who benefits the most when I perform my job well?

All employees benefit when I perform my job well. The users have their technical problems resolved and all individuals who are relying on the users to complete their work benefit by receiving the work in a timely manner. The station ultimately benefits by getting work done without delays due to computer application problems.

In what way(s) do I make others successful?

I make others successful by solving their technical problems, allowing them to continue their work without interference from the program. By teaching users advanced methods, they are able to take advantage of the usefulness of these applications to streamline their work.

What potential do I have to impact the overall performance of my site?

I have the potential to impact the overall performance of all sites by improving user skill level, allowing users to increase their daily productivity in the following applications: Word processing, spreadsheets, database management, presentation, and project planning. By finding solutions to users' problems and teaching them how to avoid such problems, user confidence will increase, leading to increased use of these applications.

Personal Contribution Statement

As an MJS support analyst, my personal contribution to the organization is to provide network solutions to end-users of Microsoft Office Products at NOD sites that enable site employees to be productive in performing their job effectively by using information systems support.

Setting Effective Commitments

Effective goal setting processes are a benchmark of successful businesses. Goals provide a sense of direction and a way of communicating accomplishments. As Unicom moves to win in a new competitive environment, the use of performance enhancing goals and measurement tools will be critical for winning in a competitive marketplace.

It is important that we establish criteria for effective goal setting and that goals are set that align with Unicom and the NOD's strategy. We need to have goals that focus on safety, production and cost priorities, as well as continuous improvement and teamwork. These focused, aligned and measurable goals are called *commitments*.

Commit For Results has been established as our commitment setting process to link employee performance to the strategic direction of the Nuclear Operations Division and ultimately to that of Unicom. This Reference Guide has been created to support you in understanding and setting effective and measurable commitments and to show you how to use these commitments in the day-to-day activities of running a competitively successful business.

COMMIT FOR RESULTS - THE COMMITMENT SETTING PROCESS

The Nuclear Operations Division's business plan focuses on maintaining excellent safety standards, improving production capacity, and managing costs. Individual commitments must be connected and aligned to these business unit goals.

Developing Strategically Aligned Commitments at NOD

There are three types of commitments that can be set, as described below:

- Safety Commitments that:
 - focus on contributions to improve our safety record; to make the working environment safer for all employees and to reduce the risk of having regulators shut down stations;
 - focus on our three year average SALP rating to measure performance;
 - establish a safety conscious culture, open communication and realistic assessments that are critical success factors in this area.
- Production Commitments that:
 - focus on efforts to improve the organization's production capacity;
 - set organization measures in terms of unit capacity;
 - show improved performance dependent upon material condition, optimized outages and a skilled workforce;
 - improve organizational/process efficiencies.
- Cost Commitments that:
 - focus on contributions to improve average production costs;
 - set organization measures in terms of dollars spent per Mega Watt Hour of production – considering O&M, fuel and capital;
 - focus on three factors – knowing our costs, process improvement and the development of an engaged workforce.

CONSIDERATIONS WHEN SETTING COMMITMENTS

The following questions are initial considerations when setting commitments.

- What is to be done ?
- What business / department goals does this affect ?
- For whom is it to be done ?
- What is wanted, needed or expected ?
- Is it measurable, realistic and achievable ?

Given those questions, what do I want to achieve ?

- Increase the likelihood things will be done right the first time.
- Eliminate the activities for which there is no clearly identified need.
- Reduce the likelihood of doing things based on assumptions.
- Eliminate activities with limited payback.
- Increase the likelihood that the identified activities are the appropriate ones to address the task.

SETTING COMMITMENTS – AN INTERACTIVE PROCESS

The commitment setting process aligns corporate, site and team goals to individual commitments. The initial phase of this process occurs when each site vice-president meets with his or her direct reports at a Site Rollout Meeting, where they review Unicom's strategic directions and annual targets, review the NOD business plan and discuss its implications for their site. They then establish team expectations and priorities based on the NOD plan.

The site vice-president's direct reports in the Operations, Maintenance, Engineering and Support groups meet to propose their respective commitments and interdependencies. Each individual then develops his or her individual commitments that establish specific performance commitments and measures for desired results.

Once all the commitments are drafted, the senior managers meet with the site vice-president as a group to negotiate and finalize the commitments that were made at the lower levels and to discuss the interdependencies that were established.

When the agreements are finalized, each manager meets with his or her direct reports to discuss the corporate, NOD, site and department goals and individual commitments that support these goals. Each individual then completes and finalizes his or her commitments with the manager, including commitment linkages, support and a plan for individual development. This process continues to cascade down through the organization from managers to supervisors to individual contributors.

Employees and teams will be able to set commitments and measures which they can and will monitor in the coming months, and report their progress back to the manager on a periodic basis. For example, quarterly commitment review meetings could be part of a regular quarterly departmental review process.

ALL COMMITMENTS MUST BE SMART!

S	Specific	The commitment should clearly state what is to be accomplished in terms of the end result - reduce, deliver, improve, organize, attend, develop.
M	Measurable	The commitment should clearly state the level of accomplishment that will constitute the end result. Use direct quantitative figures as measures of an accomplishment whenever possible.
A	Achievable	Commitments should be challenging, yet realistic. They should seek improvement over past performance within areas the individual can control.
R	Results-Oriented	Commitments must support the organization's strategy, both short and long term. They should also affect the advancement of the department or site goals.
T	Time-Bounded	The end result specified should be accomplished within a certain time period. Deadlines and milestones can serve as the basis for an evaluation of progress.

Sample Commitment Statements are included on the last few pages of this section.

THE BASICS OF HOW TO MEASURE COMMITMENTS

To the extent possible, commitments should be expressed in measurable and tangible terms. Commitments should be stated in terms which are as specific and quantifiable as possible. However, if a customer has a subjective requirement that is difficult to measure, it is still a requirement, even though it can't necessarily be counted, weighed, indexed, or otherwise measured. Subjective measures (e.g., customer feedback surveys) might be suggested for areas which are harder to quantify.

Often, statements describing specific behavior (e.g. demonstrating customer focus) are just as observable and measurable as a specific numerical quantity.

Typical Commitment Measures:

Time	The appropriate time measure will be determined by the task's cycle time -- the shorter the cycle time, the shorter the specific time measure used.
Quantity	This is a physical unit measurement; usually the number of units of output or input.
Conformance	This refers to measures of deviation from a standard or goal.
Cost	Typical cost measures include staff hours and dollars. For some measures, it is useful to combine several measures (e.g., staff time, equipment, etc.) into a dollar value for convenience.
Reaction	When other measures are not feasible, it may be necessary to collect data based on the quantification of perceptions. Surveys or focus group interviews of customers or employees are sources of reaction measures.

Sample performance measures are included at the end of this section.

COMMITMENT SUPPORT TO ACHIEVE DESIRED RESULTS

While NOD can foster an environment of values and encourage empowerment, only you can exercise the personal commitment and energy to achieve your individual commitments. Learning to work using commitments as a compass means that you must exercise more self-management. You need to “own” the commitments and take personal accountability for achieving them.

You need to take responsibility for talking to your own customers and determining their needs. You need to take responsibility for using measures which will allow you to track your own accomplishments.

Managing by commitments means that you see yourself as responsible and accountable for both your own career success as well as the success of the business. It requires that you see yourself as a member of a larger team and that you believe that your performance can and does make a difference.

Here are some things you can do to support your own commitment achievement:

- Keep your commitments accessible and visible. Start each day by looking at them and listing what you can do that day to move you one step closer to accomplishing any one of them. Set time aside to talk to managers, colleagues, and customers about their needs.
- Foster good communication with managers, peers, and other workers by listening and by asking good questions. Be willing to state and share your opinions and ideas, especially about how things could be done better.
- Be aware of your impact on others' commitments. Find ways to work around obstacles or gather support from your supervisor and others.
- Develop an image as an important team player by contributing ideas to your manager and to your work group. Cooperate when others need your help. Show an active interest in the work others are doing and in the organization's success. You can do this by sometimes asking others if they would like a hand or if you can help them when you have some time on your hands.
- Use the Unicom library to learn more about the energy business; about our customers; about what is being said in external and internal company publications; and by seeking out relevant information from trade journals.

IMPLICATIONS FOR MANAGERS AND INDIVIDUALS

What does it mean to “manage by commitments?”

Managers and those who supervise the work of others have a very important role to play in helping accomplish commitments. A manager does not have enough time in the day to “manage by inspection and control.” A manager must learn to “manage by commitments,” allowing others to set, track and monitor commitment achievement.

A manager’s role includes asking these simple questions: “How are the commitments going?”, “Do we need to revisit the commitments to see if they are still achievable?” and “Is there anything you need from me right now to help you achieve your commitments?” Managers need to be available and to be willing to continually provide coaching and to provide and receive feedback. It’s the manager’s job to get to know the diverse needs of the work team and to respond accordingly.

When we are “managing by commitments,” managers can expect to:

- Have people create and negotiate their own commitments.
- Provide the information people need about the business unit’s and Unicom’s expectations for each individual.
- Regularly talk to individuals about their commitments and what progress they are making.
- Be able to “test” commitments in order to assure they are focusing on NOD targets and key strategic imperatives.
- Make periodic adjustments with each individual and with the team.
- Give individuals creative liberty in determining how to best accomplish commitments and to be ready to provide support when problems arise which the individual cannot solve.
- Celebrate commitment achievement with individuals and the team.

Managers need to act as role models by using commitments themselves and by adding value to everyone’s commitments. They should also share information, support, and create a value-based culture that fosters everyone’s desire to win.

SAMPLE COMMITMENT STATEMENTS

SAFETY

NOD	1997 SALP (Systematic Assessment of Licensee Performance) rating 2.00	
Site	(LaSalle) Composite SALP rating	2.50 (1996) 1.50 (1998)
Team	(LaSalle – Maintenance) SALP rating	3.00 (1996) 2.00 (1998)
Individual Commitment	To complete all my work per schedule by using the approved standards and procedures.	
Measure	Increase wrench time by 25%. Reduce rework from 5% to 2%.	
Who to measure/When	Supervisor to check on PIF's related to rework.	
Support/Others' involvement	Experienced coworkers or supervisor to advise if I am unclear on proper procedure for job. Also need Rad Protection commitment.	

PRODUCTION

NOD	1997 Production – 75% Capacity Factor	
Site	(Braidwood)	1997 Production – 76% Capacity Factor
Team	Operations Reduce outage length from 60 days to 35 days by utilizing a 95% schedule adherence.	
Individual Commitment (OOS Coordinator)	All equipment OOS's to support outage schedule prepared and reviewed one week prior to expected execution.	
Measure	Jobs will not be delayed due to lack of equipment OOS's. No PIF's for inadequate OOS boundaries. No equipment damage or personnel injuries due to inadequate OOS boundaries. No ESF actuations due to inadequate OOS's.	
Who to measure/When	Supervisor to measure weekly during outage by using outage schedule and/or work plans and PIF database.	
Support/Others' involvement	Schedule developed and frozen 6 weeks prior to OOS execution. Adequate surveys provided by Rad Protection department. Adequate NSO's to write OOS's.	

COST

NOD	1998 Top Quartile (Sites O & M \$/ Mwhr)
Site	(Byron) 1997 \$8.4 / Mwhr
Team	Stores Department Standardize consumables inventory process across NOD.
Individual Commitment Stores Supervisor	Work on a project team with other site representatives to standardize inventory of consumables (i.e., cleaning supplies). Lead implementation at the site.
Measure	Create a list of all products needed at the site. Draft plan by end of first quarter 1997. Comments incorporated by second quarter 1997. Implementation begins by third quarter 1997. Stores numbers removed. Excess identified. Reduction in inventory (30%) by November 30. List of approved products created.
Who to measure/When	Materials Manager to measure at year-end.
Support/Others' involvement	Supply Management to issue blanket purchase order to vendor for approved purchases. Supply Management to monitor compliance to program.

SAMPLE PERFORMANCE MEASURES

Engineering

Planned Outage Time/Actual Outage Time
No. Projects Finished/No. Projects Started
No. Engineers Terminating/Total Engineers
Actual Project Cost/Estimated Cost
Project meets operating objectives: amount + or -
Estimated project hours/total hours
Capital productivity

Information Services

System development hours/total hours (note: system development hours include: development, enhancements, and opportunity analysis)
MM service units/total hours, and trend
Real time measures and tracking of: - response time
System availability
User group quality/productivity improvement
User satisfaction reports

Human Resources

Acceptance per offer ratio
Time/cost to fill a job
Percent of jobs filled with candidates on succession plan
Percent of employees with development plans
Time for new program design
Trends in health care costs compared to national averages
Speed and effectiveness of responses to employee inquiries

Commitment Setting Worksheet

Performance commitments relate to specific results that are linked to your site's strategies and your personal contribution statement. They are specific, measurable, results-oriented and time-bounded. Commitments should include results measures and interdependencies.

This worksheet is designed to assist you in arriving at effective commitments. Answer the following five questions and use the responses to draft a commitment. You should have a total of between four and six commitments. Transfer each commitment to the Commitments and Results section of the Management Commitment Form. Please refer to *Setting Effective Commitments* in the Resource Guide for additional help in setting commitments.

What is to be done?

What business/department goals does this affect?

For whom is this to be done? Who else does this affect?

What is expected?

Is this measurable, achievable and realistic?

Summary of Commitment Statement

Commitment Dependencies Worksheet

Use this sheet to document the support and/or resource requirements you will need in order to successfully complete the commitments you have made. Use the number column to identify the commitments you are referring to.

No.	What dependencies do I have on others that can affect successfully fulfilling this commitment (e.g., budgets, managers, peers, direct reports, other projects, departments or resources in/outside NOD?)	What action must I take to secure their support?	What actions can I take if needed support is not forthcoming or if those I am depending on do not honor their commitments?

Commitment Update Form (for changes or corrections to original Commitment Form)

Use this sheet to update your results commitments and attach to the Management Commitment Form. Supervisors and individuals are responsible for updating commitments, as needed, by using the Commitment Update sheets. At year-end, rate the individual's results as either: (1) Exceeds Results, (2) Achieves Results, or (3) Marginal Results.

No.	Commitments	How will we measure your results?	What interdependencies do you have with team members or other functional areas?	Rating

These revised commitments have been reviewed and agreed upon

Individual's Signature

Date

Supervisor's Signature

Date

Reviewed by Supervisor's Manager (Signature)

Date

Developing An Action Plan to Fulfill Commitments

Why should I create an action plan?

Because, quite simply, an action plan can help you fulfill your commitments. It is a tool to:

- Organize your project
- Communicate with others regarding roles and responsibilities
- Identify resource needs and support
- Track your progress

In order to build an effective action plan for your projects, you must decide:

- The level of detail required. It is recommended that a detailed action plan is developed in the following circumstances:
 - the project is particularly challenging or complex
 - there are multiple converging deadlines
 - there are a number of different parties involved
 - a new team member is involved who is not familiar with your work processes or technology
 - the elapsed time for the project is expected to extend beyond the one year planning cycle
- The tasks (what needs to be done). Ask yourself this question as you develop your plan: “Will successfully completing this action move me closer to achieving my outcome?”
- The deliverables (including specific methods to accomplish the actions)
- Due dates (also milestones and review dates)
- Responsibilities for each task
- Resource requirements (materials, equipment, expert advice...)
- Special needs
- Planning time horizon (e.g. use of a 30-day action planner)
- Possible barriers to success - take these into consideration when building the action plans

Show your action plans to team members in order to ensure there are no overlaps, duplications or redundancies.

Remember: feedback, formal measurement, data from other sources could all cause you to review and change your action plans.

Results Achieved Form

Use this sheet to document progress towards results commitments. Provide a description of the results achieved and the impact on the organization, as well as any other documentation to support your rating. Attach this sheet to the Management Commitment Form.

Commit For Results

No. _____	Interim Review: Progress towards commitment _____	Year-end Review Results achieved _____	Contribution to Organization (e.g. financial, etc.) _____

Initial Commitment Setting Meeting (Team) – Sample Agenda

Managers and supervisors could use this sample agenda to structure the initial group commitment setting meeting where site and departmental individual commitments begin to be drafted.

- Key Objectives: To clarify understanding of the strategic direction, site and/or departmental goals
To agree on priorities and individual commitments
- Desired Outcomes: Draft Personal Contribution Statements agreed by all participants
Draft individual commitments
Agreed measures and shared understanding of current performance against these measures
- Prewrite: Review Business/Operational Plan and any other available relevant strategic documentation
- Participants: Supervisor and Individuals as a group
- Duration: 1.5 - 3 hours

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INITIAL COMMITMENT SETTING MEETING (TEAM) – SAMPLE AGENDA

STEP	DURATION*	TOOL/TECHNIQUE**	OUTPUT
Review purpose, objectives and agenda of meeting	5 minutes	Sample Agenda	Understanding of meeting purpose and time frames
Review Planning Phase of Commit For Results	5-10 min.	Introduction to planning phase of process	Understanding of process and timelines Clear roles and responsibilities
Supervisor presents: <ul style="list-style-type: none"> • Summary of strategic direction • Site plans • Departmental plans • Personal Contribution Statement 	15-30 min.	Strategic Documentation Personal Contribution Statement	Context set for team to determine its priorities and contribution
Team discusses and agrees on priorities	10-30 min.	Question: “Given our understanding of the strategic direction and the commitments made by our supervisor, what are the expectations of us; what are our key priorities; where best can we contribute/add value?”	Identification of key expectations, priority contribution areas and/or opportunities
Based on the priorities identified, individual team members <ul style="list-style-type: none"> • Agree on the purpose of their role • Document it as their Personal Contribution Statement in the Commitment Form 	30-90 min.	Commitment Form Personal Contribution Statement worksheet and example	Agreed upon individual contributions documented in draft format
Team members discuss current performance in key commitment areas as the basis for determining appropriate measures, baselines and targets***	10-20 min.	Measurement guidelines and criteria	Key measures, baselines and targets developed OR where insufficient data is available, a process to collect the data is developed
Agree on Next Steps, summarize and close	5 min.		Agreed upon accomplishments Agreed next steps

*Suggested Timing Only

**To be used on as-needed basis

*** If data not available, a plan for acquiring it will be required. This may necessitate a further meeting to share and analyze the data, and agree upon baselines and targets.

Performance Planning Meeting (Individuals) – Sample Agenda

This agenda can be used to structure the one-on-one meetings between supervisors and individuals that take place after the group meeting and finalize the individual's performance commitments and development plan.

Key Objectives	To agree on priorities and individual commitments for the year ahead
Desired Outcomes	Shared understanding of expectations, measures and review dates Commitment from both Supervisor and Individual to specific actions and outcomes Agreed upon Commitment Form
Pework	Supervisor and Individual think through expectations of individual, his/her role and required contribution Individual prepares draft Commitment Form
Participants	Supervisor and Individual
Duration	1 - 1.5 hours

PERFORMANCE PLANNING MEETING (INDIVIDUALS) – SAMPLE AGENDA

STEP	DURATION*	TOOL/TECHNIQUE**	OUTPUT
Review purpose, objectives and agenda of meeting	5 minutes	Sample Agenda	Understanding of meeting purpose and time frames
Review role and expectations of individual, within context of <ul style="list-style-type: none"> • The strategic direction • Department/site requirements • NOD priorities. Ensure the elements of essential performance for individual's role are discussed and agreed on.	5-15 min.	Pework	Shared view of expectations, role and contribution upon which to base the discussion of the draft Commitment Form
Review draft Personal Contribution Statement	0-10 min.	Draft Personal Contribution Statement	Role of individual within strategic context agreed and documented
Review commitments, measures and action plans	15-30 min.	Draft Commitment Form Action Plan(s)	Agreed upon commitments, measures and action plans
Discuss development plan <ul style="list-style-type: none"> • Review leadership behaviors to be measured • Discuss specific behaviors required for success in current role • Identify any gaps Create a draft Development Plan	15-30 min.	Leadership Behavior model and descriptions Development Plan	Agreement as to areas for development and appropriate development options Draft Development Plan
Discuss <ul style="list-style-type: none"> • Support needs • Required authorities • Consequences of meeting/failing to meet commitments 	10-30 min.	Commitment Form	Agreed upon levels of support Shared understanding of what success will look like, and how it will be measured and rewarded
Review and sign updated Commitment Form	5 min.	Commitment Form	Completed Commitment Form

*Suggested Timing Only

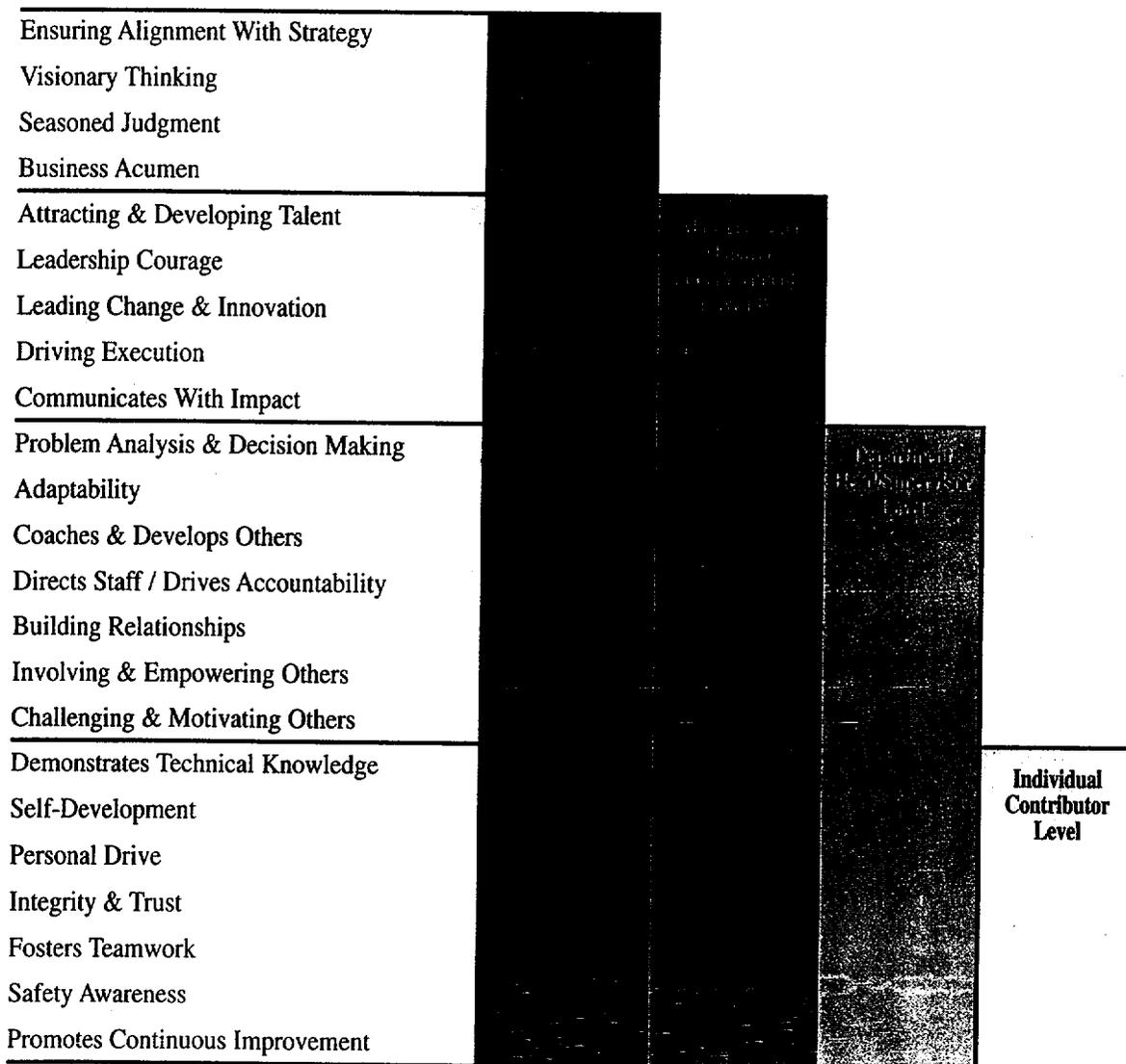
**To be used on as-needed basis

Leadership Behavior Model

Up to this point, the focus has been on setting effective, aligned commitments. In order to achieve organizational success, it is critical to also focus on the leadership behaviors used to achieve results. If behaviors are not considered, results could quite possibly be attained at the expense of the organization.

We must focus not only on what results we achieve, but how we achieve them.

This section contains definitions and standards for leadership behaviors at all levels of the organization. During the planning period, supervisors/managers and individuals should review the relevant set of behavior standards to help determine an appropriate development plan. At year-end, your leadership rating will be based on whether or not you consistently demonstrated these critical behaviors. The model below is a summary of the critical leadership behaviors.



Observing and Recording Leadership Behaviors

Individual performance is assessed based on two components – the achievement of results based on the commitments set during the planning period and the demonstration of appropriate leadership behaviors.

Consequently, it is important that we accurately observe and record performance in these two areas on an ongoing basis throughout the review period and have regular discussions around performance.

Leadership behaviors can be assessed against the Behavior Standards for each job level. Behavioral examples can and should be recorded using “STAR” – Situation, Task, Action, Result. These can be recorded on the Observed Leadership Behaviors worksheet. If examples are recorded on an on-going basis, feedback and year-end assessment become much easier since they are a review of previously collected information.

A **STAR** describes the:

- **Situation** in which the person was working
 - e.g., At the Site’s key manager meeting in July, the Financial Services Director
- **Task**, or what the employee was expected to do in the situation described
 - e.g. At the Site, the Financial Services Director is expected to highlight operating issues for line management once a month
- **Action** the employee took or what the employee said
 - e.g. At the Site’s key manager meeting in July, the Financial Services Director pointed out two places where actual costs were considerably higher than budgeted
- **Result** or outcome that was observed
 - e.g. At the Site’s key manager meeting in July, the Financial Services Director pointed out two places where actual costs were considerably higher than budgeted. He persuaded management to charter two process improvement teams with specific mandates to identify the root causes, make recommendations and implement solutions.

False STARS include feelings, attributions, inferences, opinions; statements about future actions; or vague statements. They should be avoided.

Both supervisors and individuals should use the Observed Leadership Behaviors worksheet to record STARS throughout the year!

Observed Leadership Behaviors Worksheet

Use this sheet to record work-related behavioral examples to support each Leadership Behavior rating.

Leadership Behavior _____

Behavioral Example(s)

Situation

Task or expected behavior

Action the employee took

Result or outcome observed

Leadership Behaviors – Executive Level

Ensuring Alignment With Strategy	Develops distinctive strategies to achieve competitive advantage; translates broad strategies into specific objectives and action plans; aligns the organization to support strategic priorities.
Visionary Thinking	Has a clear vision for the business; maintains a long-term, big-picture view; foresees obstacles and opportunities; generates breakthrough ideas.
Seasoned Judgment	Applies broad knowledge and seasoned experience when addressing complex issues; defines strategic issues clearly despite ambiguity; takes all critical information into account when making decisions; makes timely decisions.
Business Acumen	Has a strong business orientation; understands the meaning and implications of key financial indicators; manages overall financial performance; uses financial analysis to make decisions; evaluates strategic options and opportunities; drives business planning process.
Attracting & Developing Talent	Attracts highly effective people and develops teams and talent with diverse capabilities; accurately identifies the strengths and weaknesses of others; provides constructive feedback; develops successors and feeder groups.
Leadership Courage	Communicates openly and directly; tackles tough problems head on; takes responsibility and champions ideas in the face of challenges.
Leading Change & Innovation	Encourages innovation and creativity; champions change and continuous learning; builds risk-taking ability in others.
Driving Execution	Assigns clear authority and accountability; directs change while maintaining operating effectiveness; integrates efforts across units and functions; monitors and gets results; tackles problems directly and with swiftness.
Communicates With Impact	Speaks clearly and expresses self effectively, even when relating complex information; promotes a free flow of information throughout the organization; listens actively; tailors messages to audience.

Behavior Standards for Executive Level

ENSURING ALIGNMENT WITH STRATEGY

Develops distinctive strategies to achieve competitive advantage; translates broad strategies into specific objectives and action plans; aligns the organization to support strategic priorities.

Highly Effective	Effective	Needs Development
<ul style="list-style-type: none"> <input type="checkbox"/> Develops distinctive strategies to sustain competitive advantage and differentiate the organization from its competitors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops strategies that achieve competitive advantage. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops strategies that mimic the competition or do not assist in getting the organization in a better position in the marketplace.
<ul style="list-style-type: none"> <input type="checkbox"/> Establishes strategies, priorities, and tactics that are consistent with ComEd and the NOD's vision and strategic objectives. Identifies opportunities to address emerging needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes priorities and tactics that are consistent with ComEd and the NOD's vision and strategic objectives. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies and vision are inconsistent with that of ComEd and the NOD; does not establish priorities.
<ul style="list-style-type: none"> <input type="checkbox"/> Focuses the organization on plans and actions that favorably impact the success of the organization. 	<ul style="list-style-type: none"> <input type="checkbox"/> Focuses the organization on efforts that add value. 	<ul style="list-style-type: none"> <input type="checkbox"/> Focuses the organization on efforts that add marginal value.
<ul style="list-style-type: none"> <input type="checkbox"/> Aligns the organization and allocates resources based on strategic priorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures that the organization is aligned and that resources are available for priorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Resource allocation is based on unclear relationships or priorities.

Behavior Standards for Executive Level

VISIONARY THINKING

Has a clear vision for the business; maintains a long-term big picture view; foresees obstacles and opportunities; generates breakthrough ideas.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Establishes a clear, specific vision for the future of the business.	<input type="checkbox"/> Establishes a vision for the business that is unclear in some respects.	<input type="checkbox"/> Establishes a superficial vision for the business.
<input type="checkbox"/> Develops innovative ideas for transforming NOD from a power generation organization to an aggressive, profit-making business.	<input type="checkbox"/> Develops ideas for transforming NOD from a power generation organization to an aggressive profit-making business.	<input type="checkbox"/> Develops ideas that maintain the NOD as a power generation organization.
<input type="checkbox"/> Conveys a sense of purpose and mission that captures the imagination of others.	<input type="checkbox"/> Demonstrates support for the purpose and mission of the organization.	<input type="checkbox"/> Verbally supports the purpose and mission of the organization, but actions do not demonstrate such support.
<input type="checkbox"/> Actively challenges status-quo thinking and assumptions.	<input type="checkbox"/> Questions status-quo thinking and assumptions.	<input type="checkbox"/> Accepts status-quo thinking and assumptions.
<input type="checkbox"/> Strives to understand long-term implications of business issues; consistently focuses on a long-term, big picture view of the business.	<input type="checkbox"/> Maintains a long-term, big picture view of the business; identifies long-term issues, with a focus on shorter-term, proximate issues.	<input type="checkbox"/> Forsakes long-term focus for more short term tactical business issues. Identifies only short-term implications of decisions and issues.
<input type="checkbox"/> Understands and stays abreast of a wide variety of emerging issues and trends impacting the business today and in the future (e.g., industry market forces, regulatory changes, technology trends).	<input type="checkbox"/> Is aware of major issues and trends affecting the business (e.g., industry market forces, regulatory changes, technology trends).	<input type="checkbox"/> Is aware of minor issues impacting the business; fails to keep abreast of the important issues and trends.

Behavior Standards for Executive Level

SEASONED JUDGMENT

Applies broad knowledge and seasoned experience when addressing complex issues; defines strategic issues clearly despite ambiguity; takes all critical information into account when making decisions; makes timely decisions.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Defines issues accurately and clearly despite incomplete or ambiguous information.	<input type="checkbox"/> Identifies important issues when confronted with incomplete or ambiguous information.	<input type="checkbox"/> Identifies or recognizes only the obvious issues when confronted with ambiguous information; often misses or overlooks important points.
<input type="checkbox"/> Digs deeply to get the information necessary for decision-making.	<input type="checkbox"/> Acquires adequate level of information necessary to make decisions.	<input type="checkbox"/> Makes quick decisions, when the need to gather additional information is most appropriate.
<input type="checkbox"/> Demonstrates an acute understanding of problems and symptoms that allow the identification of underlying issues.	<input type="checkbox"/> Links problems and symptoms together to identify underlying issues.	<input type="checkbox"/> Does not link problems and symptoms to identify underlying issues.
<input type="checkbox"/> Reaches closure and makes timely decisions, particularly under uncertain or difficult conditions.	<input type="checkbox"/> Makes timely decisions and reaches closure when all of the issues are clear.	<input type="checkbox"/> Delays decision-making when confronted with ambiguity or uncertainty.
<input type="checkbox"/> Makes decisions that significantly advance the long-term success of the business.	<input type="checkbox"/> Makes decisions that support the long-term success of the business.	<input type="checkbox"/> Makes decisions that omit the consideration for long term success of the business.
<input type="checkbox"/> Thoroughly analyzes issues from both business and technical perspectives.	<input type="checkbox"/> Analyzes issues from both a business and technical perspective.	<input type="checkbox"/> Analyzes issues with an emphasis on consideration of technical issues and not business issues.
<input type="checkbox"/> Finds the optimum balance of safety, production and cost targets in decision-making.	<input type="checkbox"/> Effectively balances safety, production and cost targets in decision-making.	<input type="checkbox"/> Does not balance safety, production and cost targets in decision-making and therefore fails to make appropriate decisions.

Behavior Standards for Executive Level

BUSINESS ACUMEN

Has a strong business orientation; understands the meaning and implications of key financial indicators; manages overall financial performance; uses financial analysis to make decisions; evaluates strategic options and opportunities; drives business planning process.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Establishes and manages against very aggressive financial goals.	<input type="checkbox"/> Manages against appropriate financial goals.	<input type="checkbox"/> Does not establish or manage financial goals.
<input type="checkbox"/> Identifies innovative ways to reduce costs.	<input type="checkbox"/> Adjusts budgets to minimize cost.	<input type="checkbox"/> Does not adjust budget to minimize cost.
<input type="checkbox"/> Aggressively pursues ways to increase revenues and profit margins.	<input type="checkbox"/> Finds ways to increase revenue and stresses the importance of increasing profit margins.	<input type="checkbox"/> Appears to be satisfied with current revenue levels and sources; appears not to appreciate the importance of increasing profit margins.
<input type="checkbox"/> Understands in-depth, the market dynamics of the energy industry.	<input type="checkbox"/> Has a working knowledge of the market dynamics of the energy industry.	<input type="checkbox"/> Has only a superficial knowledge of the dynamics of the energy industry.
<input type="checkbox"/> Grasps the full meaning and interrelationships of key financial indicators.	<input type="checkbox"/> Effectively uses key financial indicators in managing the business.	<input type="checkbox"/> Has only a superficial knowledge of the meaning of key financial indicators.
<input type="checkbox"/> Develops insightful and strategic choices based on thorough financial analysis. Grasps subtle, important issues and opportunities.	<input type="checkbox"/> Demonstrates a general understanding of basic financial indicators.	<input type="checkbox"/> Does not use financial indicators and misses important issues and trends.
<input type="checkbox"/> Delivers superior overall financial results.	<input type="checkbox"/> Manages the business' overall financial performance.	<input type="checkbox"/> Does not make the management of the business' overall financial performance a priority.

Behavior Standards for Executive Level

ATTRACTING AND DEVELOPING TALENT

Attracts highly effective people and develops teams and talent with diverse capabilities; accurately identifies the strengths and weaknesses of others; provides constructive feedback; develops successors and feeder group.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Attracts and selects employees that can make significant contributions on a sustained basis.	<input type="checkbox"/> Attracts and selects employees that are effective in their positions.	<input type="checkbox"/> Does not attract employees and selects individuals that are unproductive and do not add value to the organization.
<input type="checkbox"/> Accurately identifies and appraises employee strengths and development needs.	<input type="checkbox"/> Identifies strengths and development needs of employees.	<input type="checkbox"/> Does not demonstrate understanding of the strengths and development needs of employees.
<input type="checkbox"/> Provides specific and constructive feedback that increases the effectiveness of employees.	<input type="checkbox"/> Provides general feedback to employees on strengths and development needs.	<input type="checkbox"/> Does not provide feedback on employee's strengths or development needs.
<input type="checkbox"/> Provides specific coaching and suggestions that improve staff performance.	<input type="checkbox"/> Provides general coaching and suggestions for improvement.	<input type="checkbox"/> Does not coach or assist in the development of others.
<input type="checkbox"/> Establishes processes and facilitates implementation of development plans for employees.	<input type="checkbox"/> Identifies existing processes and looks for ways to provide opportunities and training for employees.	<input type="checkbox"/> Gives the same assignments to the same individuals, leaving them unchallenged and missing development opportunities.
<input type="checkbox"/> Builds a strong management team whose members have complimentary strengths.	<input type="checkbox"/> Builds a capable management team whose members work together effectively.	<input type="checkbox"/> Builds a marginal team that does not work together effectively.
<input type="checkbox"/> Identifies and develops successors and feeder groups for key positions in the organization.	<input type="checkbox"/> Develops successors and feeder groups for positions in the organization.	<input type="checkbox"/> Fails to develop successors and feeder groups; candidates are of marginal quality.

Behavior Standards for Executive Level

LEADERSHIP COURAGE

Communicates openly and directly; tackles tough problems head on; takes responsibility and champions ideas in the face of challenges.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Communicates in an open and forthright manner; communicates own position openly and honestly; lets people know where they stand.	<input type="checkbox"/> Communicates openly and effectively with employees.	<input type="checkbox"/> Refrains from saying that which needs to be said; conveys a closed style of communication.
<input type="checkbox"/> Communicates critical information, even when it makes others feel uncomfortable.	<input type="checkbox"/> Raises issues in a condensed manner; relates important information.	<input type="checkbox"/> Avoids communication issues with staff or peers.
<input type="checkbox"/> Makes tough or unpopular decisions, particularly where the interest of the company supersedes that of individuals or constituents.	<input type="checkbox"/> Makes tough decisions; shows awareness of the relationship between own decisions and the long-term benefit of the organization.	<input type="checkbox"/> Avoids making tough decisions; does not show awareness of the relationship between own decisions and the long-term benefit of the organization.
<input type="checkbox"/> Champions ideas in the face of obstacles and resistance; confronts challenges head-on.	<input type="checkbox"/> Shows discomfort when driving ideas in the face of obstacles and challenges.	<input type="checkbox"/> Needs to gain complete consensus to drive ideas ahead.
<input type="checkbox"/> Makes own decisions and takes action and accepts responsibility for outcomes and results.	<input type="checkbox"/> Takes responsibility in making sound decisions and taking appropriate actions.	<input type="checkbox"/> Needs encouragement to make decisions; has difficulty taking responsibility for actions taken.

Behavior Standards for Executive Level

LEADING CHANGE AND INNOVATION

Encourages innovation and creativity; champions change and continuous learning; builds risk-taking ability in others.

Highly Effective	Effective	Needs Development
<ul style="list-style-type: none"> <input type="checkbox"/> Uses every opportunity to clearly and consistently communicate the vision and direction of the organization. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates the vision and the direction of the organization with staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> Is unclear about the vision and direction of the organization and does not communicate that vision.
<ul style="list-style-type: none"> <input type="checkbox"/> Actively encourages others to find innovative ways to create new processes and improve existing ones. 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports efforts of individuals to innovate and apply creativity to work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Encourages stability; does little to encourage others in applying creative ways to do work.
<ul style="list-style-type: none"> <input type="checkbox"/> Continually looks for ways to improve business performance; applies and measures those improvements. 	<ul style="list-style-type: none"> <input type="checkbox"/> Investigates how business can be improved and applies associated learnings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Conveys an acceptance of how things are currently done.
<ul style="list-style-type: none"> <input type="checkbox"/> Creates an environment that accelerates and rewards critical self-assessment and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates an environment that supports self-assessment and critical learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates an environment that limits self-assessment and learning.
<ul style="list-style-type: none"> <input type="checkbox"/> Drives rigorous internal and external benchmarking of performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports internal and external benchmarking of performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Show little interest in benchmarking performance.
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies and drives the redesign of systems to increase effectiveness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports the redesign of systems to increase effectiveness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not demonstrate support for redesigning systems to increase effectiveness.
<ul style="list-style-type: none"> <input type="checkbox"/> Takes business risks (i.e., non-safety-related) to achieve breakthrough results; encourages others to do so. 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports taking business (i.e., non-safety-related) risks to achieve breakthrough results. 	<ul style="list-style-type: none"> <input type="checkbox"/> Avoids taking business risks (i.e., non-safety related) to achieve breakthrough results.

Behavior Standards for Executive Level

DRIVING EXECUTION

Assigns clear authority and accountability; directs change while maintaining operating effectiveness; integrates efforts across units and functions; monitors and gets results; tackles problems directly and with swiftness.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Assigns clear accountability to others and follows through on own and on others; is clear about accountability of outcomes.	<input type="checkbox"/> Assigns clear accountabilities for self and others; relates general accountability of outcomes.	<input type="checkbox"/> Makes minimal effort in following through on personal or other accountabilities; important matters go unadvised.
<input type="checkbox"/> Establishes milestones to implement projects and plans; monitors and adjusts projects to ensure successful and timely completion.	<input type="checkbox"/> Establishes milestones to implement plans and projects.	<input type="checkbox"/> Does not establish milestones for the implementation of projects.
<input type="checkbox"/> Establishes key indicators, processes and management systems to monitor progress and results.	<input type="checkbox"/> Establishes mechanisms for determining whether goals were met; monitors end results.	<input type="checkbox"/> Establishes vague or non-specific follow-up systems such that he or she does not know if goals are met.
<input type="checkbox"/> Manages risks and establishes contingency plans to confront them.	<input type="checkbox"/> Recognizes potential obstacles and risks when they arise; develops contingency plans to address them.	<input type="checkbox"/> Fails to recognize potential obstacles.
<input type="checkbox"/> Manages pace of progress and change while increasing operational effectiveness.	<input type="checkbox"/> Manages pace and progress of change to maintain operational effectiveness.	<input type="checkbox"/> Fails to manage the pace of change and negatively affects the operational effectiveness.
<input type="checkbox"/> Takes preventative measures to eliminate crises.	<input type="checkbox"/> Takes measures to avoid crises.	<input type="checkbox"/> Has a tendency to be crisis-driven.
<input type="checkbox"/> Takes a proactive stance in removing the sources of problems.	<input type="checkbox"/> Tackles problems head-on and works to resolve them without delay.	<input type="checkbox"/> Allows problems to linger; hesitates to resolve or confront issues.
<input type="checkbox"/> Immediately confronts problem performers and replaces them when appropriate.	<input type="checkbox"/> Confronts problem performers as needed and replaces them when appropriate.	<input type="checkbox"/> Allows problem performers to remain in their roles; does not replace them when appropriate.

Behavior Standards for Executive Level

COMMUNICATES WITH IMPACT

Speaks clearly and expresses self effectively, even when relating complex information; promotes free flow of information throughout the organization; listens actively; tailors messages to audience.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Promotes free flow of information throughout the organization; provides information to others to keep them knowledgeable.	<input type="checkbox"/> Encourages information sharing; provides information to others when appropriate.	<input type="checkbox"/> Fails to provide information to others; does not encourage information sharing.
<input type="checkbox"/> Studies the audience to effectively communicate messages; tailors messages to audience.	<input type="checkbox"/> Adjusts communication based on the background of the audience; tailors messages to audience.	<input type="checkbox"/> Lacks understanding of the value of the differing needs of audiences.
<input type="checkbox"/> Accurately gauges whether an audience understands his or her point of view.	<input type="checkbox"/> Attempts to assess whether an audience understands his or her point.	<input type="checkbox"/> Does not gauge an audience's understanding of his or her point.
<input type="checkbox"/> Speaks in a logical and organized manner that enables the audience to clearly understand messages.	<input type="checkbox"/> Communicates ideas in a logical sequence.	<input type="checkbox"/> Confuses the audience; shows lack of structure and organization when communicating with others.
<input type="checkbox"/> Listens actively by paraphrasing and clarifying when necessary; shows attentiveness and ensures understanding.	<input type="checkbox"/> Listens to others' comments without interrupting.	<input type="checkbox"/> Displays poor listening skills; interrupts others and does not acknowledge the input of others.

Leadership Behaviors – Manager Level

Attracting & Developing Talent	Attracts highly effective people and develops teams and talent with diverse capabilities; accurately identifies the strengths and weaknesses of others; provides constructive feedback; develops successors and feeder groups.
Leadership Courage	Communicates openly and directly; tackles tough problems head on; takes responsibility and champions ideas in the face of challenges.
Leading Change & Innovation	Encourages innovation and creativity; champions change and continuous learning; builds risk-taking ability in others.
Driving Execution	Assigns clear authority and accountability; directs change while maintaining operating effectiveness; integrates efforts across units and functions; monitors and gets results; tackles problems directly and with swiftness.
Communicates With Impact	Speaks clearly and expresses self effectively, even when relating complex information; promotes a free flow of information throughout the organization; listens actively; tailors messages to audience.
Problem Analysis & Decision Making	Gathers relevant information to diagnose problems and identify causes; draws logical conclusions based on an integrated, clear grasp of information and relationship issues; makes timely decisions.
Adaptability	Works effectively under stressful conditions; adjusts to multiple and conflicting demands; shows resilience under ambiguous and changing circumstances; modifies behavior and plans as necessary to achieve commitments.
Coaches & Develops Others	Directly and promptly addresses performance issues; provides constructive feedback, guidance and suggestions; actively supports and facilitates others' growth and development.
Directs Staff / Drives Accountability	Delegates clear assignments to others; provides staff with appropriate responsibility and authority to complete assignments; holds staff accountable for successful completion of assignments.
Building Relationships	Builds relationships with co-workers and customers; establishes rapport; relates to others with diverse backgrounds in a friendly and respectful manner.
Involving & Empowering Others	Creates a climate that fosters personal involvement and excellence; nurtures commitment to a common vision and shared values; gives people the opportunity and latitude to contribute and achieve.
Challenging & Motivating Others	Communicates and reinforces the vision of the organization; uses rewards and consequences to get results; sets high performance standards; projects and instills confidence and commitment to exceed performance standards.

Behavior Standards for Manager Level

ATTRACTING AND DEVELOPING TALENT

Attracts highly effective people and develops teams and talent with diverse capabilities; accurately identifies the strengths and weaknesses of others; provides constructive feedback; develops successors and feeder group.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Attracts and selects employees that can make significant contributions on a sustained basis.	<input type="checkbox"/> Attracts and selects employees that are effective in their positions.	<input type="checkbox"/> Does not attract employees and selects individuals that are unproductive and do not add value to the organization.
<input type="checkbox"/> Accurately identifies and appraises employee strengths and development needs.	<input type="checkbox"/> Identifies strengths and development needs of employees.	<input type="checkbox"/> Does not demonstrate understanding of the strengths and development needs of employees.
<input type="checkbox"/> Provides specific and constructive feedback that increases the effectiveness of employees.	<input type="checkbox"/> Provides general feedback to employees on strengths and development needs.	<input type="checkbox"/> Does not provide feedback on employee's strengths or development needs.
<input type="checkbox"/> Provides specific coaching and suggestions that improve staff performance.	<input type="checkbox"/> Provides general coaching and suggestions for improvement.	<input type="checkbox"/> Does not coach or assist in the development of others.
<input type="checkbox"/> Establishes processes and facilitates implementation of development plans for employees.	<input type="checkbox"/> Identifies existing processes and looks for ways to provide opportunities and training for employees.	<input type="checkbox"/> Gives the same assignments to the same individuals, leaving them unchallenged and missing development opportunities.
<input type="checkbox"/> Builds a strong management team whose members have complimentary strengths.	<input type="checkbox"/> Builds a capable management team whose members work together effectively.	<input type="checkbox"/> Builds a marginal team that does not work together effectively.
<input type="checkbox"/> Identifies and develops successors and feeder groups for key positions in the organization.	<input type="checkbox"/> Develops successors and feeder groups for positions in the organization.	<input type="checkbox"/> Fails to develop successors and feeder groups; candidates are of marginal quality.

Behavior Standards for Manager Level

LEADERSHIP COURAGE

Communicates openly and directly; tackles tough problems head on; takes responsibility and champions ideas in the face of challenges.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Communicates in an open and forthright manner; communicates own position openly and honestly; lets people know where they stand.	<input type="checkbox"/> Communicates openly and effectively with employees.	<input type="checkbox"/> Refrains from saying that which needs to be said; conveys a closed style of communication.
<input type="checkbox"/> Communicates critical information, even when it makes others feel uncomfortable.	<input type="checkbox"/> Raises issues in a condensed manner; relates important information.	<input type="checkbox"/> Avoids communication issues with staff or peers.
<input type="checkbox"/> Makes tough or unpopular decisions, particularly where the interest of the company supersedes that of individuals or constituents.	<input type="checkbox"/> Makes tough decisions; shows awareness of the relationship between own decisions and the long-term benefit of the organization.	<input type="checkbox"/> Avoids making tough decisions; does not show awareness of the relationship between own decisions and the long-term benefit of the organization.
<input type="checkbox"/> Champions ideas in the face of obstacles and resistance; confronts challenges head-on.	<input type="checkbox"/> Shows discomfort when driving ideas in the face of obstacles and challenges.	<input type="checkbox"/> Needs to gain complete consensus to drive ideas ahead.
<input type="checkbox"/> Makes own decisions and takes action and accepts responsibility for outcomes and results.	<input type="checkbox"/> Takes responsibility in making sound decisions and taking appropriate actions.	<input type="checkbox"/> Needs encouragement to make decisions; has difficulty taking responsibility for actions taken.

Behavior Standards for Manager Level

LEADING CHANGE AND INNOVATION

Encourages innovation and creativity; champions change and continuous learning; builds risk-taking ability in others.

Highly Effective	Effective	Needs Development
<ul style="list-style-type: none"> <input type="checkbox"/> Uses every opportunity to clearly and consistently communicate the vision and direction of the organization. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates the vision and the direction of the organization with staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> Is unclear about the vision and direction of the organization and does not communicate that vision.
<ul style="list-style-type: none"> <input type="checkbox"/> Actively encourages others to find innovative ways to create new processes and improve existing ones. 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports efforts of individuals to innovate and apply creativity to work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Encourages stability; does little to encourage others in applying creative ways to do work.
<ul style="list-style-type: none"> <input type="checkbox"/> Continually looks for ways to improve business performance; applies and measures those improvements. 	<ul style="list-style-type: none"> <input type="checkbox"/> Investigates how business can be improved and applies associated learnings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Conveys an acceptance of how things are currently done.
<ul style="list-style-type: none"> <input type="checkbox"/> Creates an environment that accelerates and rewards critical self-assessment and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates an environment that supports self-assessment and critical learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates an environment that limits self-assessment and learning.
<ul style="list-style-type: none"> <input type="checkbox"/> Drives rigorous internal and external benchmarking of performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports internal and external benchmarking of performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Show little interest in benchmarking performance.
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies and drives the redesign of systems to increase effectiveness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports the redesign of systems to increase effectiveness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not demonstrate support for redesigning systems to increase effectiveness.
<ul style="list-style-type: none"> <input type="checkbox"/> Takes business risks (i.e., non-safety-related) to achieve breakthrough results; encourages others to do so. 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports taking business (i.e., non-safety-related) risks to achieve breakthrough results. 	<ul style="list-style-type: none"> <input type="checkbox"/> Avoids taking business risks (i.e., non-safety related) to achieve breakthrough results.

Behavior Standards for Manager Level

DRIVING EXECUTION

Assigns clear authority and accountability; directs change while maintaining operating effectiveness; integrates efforts across units and functions; monitors and gets results; tackles problems directly and with swiftness.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Assigns clear accountability to others and follows through on own and on others; is clear about accountability of outcomes.	<input type="checkbox"/> Assigns clear accountabilities for self and others; relates general accountability of outcomes.	<input type="checkbox"/> Makes minimal effort in following through on personal or other accountabilities; important matters go unadvised.
<input type="checkbox"/> Establishes milestones to implement projects and plans; monitors and adjusts projects to ensure successful and timely completion.	<input type="checkbox"/> Establishes milestones to implement plans and projects.	<input type="checkbox"/> Does not establish milestones for the implementation of projects.
<input type="checkbox"/> Establishes key indicators, processes and management systems to monitor progress and results.	<input type="checkbox"/> Establishes mechanisms for determining whether goals were met; monitors end results.	<input type="checkbox"/> Establishes vague or non-specific follow-up systems such that he or she does not know if goals are met.
<input type="checkbox"/> Manages risks and establishes contingency plans to confront them.	<input type="checkbox"/> Recognizes potential obstacles and risks when they arise; develops contingency plans to address them.	<input type="checkbox"/> Fails to recognize potential obstacles.
<input type="checkbox"/> Manages pace of progress and change while increasing operational effectiveness.	<input type="checkbox"/> Manages pace and progress of change to maintain operational effectiveness.	<input type="checkbox"/> Fails to manage the pace of change and negatively affects the operational effectiveness.
<input type="checkbox"/> Takes preventative measures to eliminate crises.	<input type="checkbox"/> Takes measures to avoid crises.	<input type="checkbox"/> Has a tendency to be crisis-driven.
<input type="checkbox"/> Takes a proactive stance in removing the sources of problems.	<input type="checkbox"/> Tackles problems head-on and works to resolve them without delay.	<input type="checkbox"/> Allows problems to linger; hesitates to resolve or confront issues.
<input type="checkbox"/> Immediately confronts problem performers and replaces them when appropriate.	<input type="checkbox"/> Confronts problem performers as needed and replaces them when appropriate.	<input type="checkbox"/> Allows problem performers to remain in their roles; does not replace them when appropriate.

Behavior Standards for Manager Level

COMMUNICATES WITH IMPACT

Speaks clearly and expresses self effectively, even when relating complex information; promotes free flow of information throughout the organization; listens actively; tailors messages to audience.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Promotes free flow of information throughout the organization; provides information to others to keep them knowledgeable.	<input type="checkbox"/> Encourages information sharing; provides information to others when appropriate.	<input type="checkbox"/> Fails to provide information to others; does not encourage information sharing.
<input type="checkbox"/> Studies the audience to effectively communicate messages; tailors messages to audience.	<input type="checkbox"/> Adjusts communication based on the background of the audience; tailors messages to audience.	<input type="checkbox"/> Lacks understanding of the value of the differing needs of audiences.
<input type="checkbox"/> Accurately gauges whether an audience understands his or her point of view.	<input type="checkbox"/> Attempts to assess whether an audience understands his or her point.	<input type="checkbox"/> Does not gauge an audience's understanding of his or her point.
<input type="checkbox"/> Speaks in a logical and organized manner that enables the audience to clearly understand messages.	<input type="checkbox"/> Communicates ideas in a logical sequence.	<input type="checkbox"/> Confuses the audience; shows lack of structure and organization when communicating with others.
<input type="checkbox"/> Listens actively by paraphrasing and clarifying when necessary; shows attentiveness and ensures understanding.	<input type="checkbox"/> Listens to others' comments without interrupting.	<input type="checkbox"/> Displays poor listening skills; interrupts others and does not acknowledge the input of others.

Behavior Standards for Manager Level

PROBLEM ANALYSIS & DECISION MAKING

Gathers relevant information to diagnose problems and identify causes; draws logical conclusions based on an integrated, clear grasp of information and relationship issues; makes timely decisions.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Gathers critical information directly related to the problem; utilizes diverse resources to understand important issues and to diagnose the problem.	<input type="checkbox"/> Gathers relevant information to understand issues and diagnose problems; obtains additional information to help arrive at a solution.	<input type="checkbox"/> Does not seek information to understand the issues; appears to jump to conclusions instead of gathering additional information.
<input type="checkbox"/> Demonstrates a clear grasp of relationships among issues; examines problems from different perspectives and integrates information to draw logical conclusions.	<input type="checkbox"/> Examines problems and integrates related information; recognizes relationships among issues and draws logical conclusions.	<input type="checkbox"/> Recognizes only the obvious; does not seek to relate relationships among issues.
<input type="checkbox"/> Considers risks and benefits of alternatives. Takes thorough and systemic action on issues.	<input type="checkbox"/> Considers pros and cons of alternatives; takes sound and practical actions on issues.	<input type="checkbox"/> Does not consider alternatives; takes actions that are illogical and ineffective.
<input type="checkbox"/> Makes accurate and timely decisions that reflect an understanding of the business priorities; shows astute judgment especially when information is limited or ambiguous.	<input type="checkbox"/> Makes timely decisions; shows reasonable judgment when making decisions, despite time constraints, inadequate information and business priorities.	<input type="checkbox"/> Makes snap judgments and decisions without necessary information; delays decision-making.
<input type="checkbox"/> Recognizes that problems and solutions affect other areas of the organization; makes decisions that reflect such an understanding.	<input type="checkbox"/> Recognizes that problems and solutions affect own area; makes decisions that reflect such an understanding.	<input type="checkbox"/> Tends to overlook the fact that solutions and decisions may have negative repercussions for own area and others in the organization.

Behavior Standards for Manager Level

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ADAPTABILITY

Works effectively under stressful conditions; adjusts to multiple and conflicting demands; shows resilience under ambiguous and changing circumstances; modifies behavior and plans as necessary to achieve commitments.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Maintains a high level of performance, despite stressful conditions.	<input type="checkbox"/> Performs effectively when faced with stressful conditions.	<input type="checkbox"/> Becomes confused and ineffective when faced with stressful conditions.
<input type="checkbox"/> Anticipates and modifies plans in response to impending changes in business conditions.	<input type="checkbox"/> Adjusts plans in response to changing business conditions.	<input type="checkbox"/> Misses the opportunity to change course, despite clear signals of change in business conditions.
<input type="checkbox"/> Adjusts to multiple work demands and develops ways to minimize conflicting work requirements.	<input type="checkbox"/> Adjusts to multiple and conflicting work demands when they arise.	<input type="checkbox"/> Demonstrates some confusion when faced with multiple work demands and conflicting requirements.
<input type="checkbox"/> Manages competing commitments while maintaining focus and progress on each.	<input type="checkbox"/> Ensures that commitments are met.	<input type="checkbox"/> Does not follow through on commitments made.
<input type="checkbox"/> Modifies problem-solving or other work models to fit changing conditions.	<input type="checkbox"/> Adapts to work models as conditions change.	<input type="checkbox"/> Has difficulty fitting work models to changing conditions.

Behavior Standards for Manager Level

COACHES AND DEVELOPS OTHERS

Directly and promptly addresses performance issues; provides constructive feedback, guidance and suggestions; actively supports and facilitates other's growth and development.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Foresees and addresses staff performance issues. Identifies specific issues and sets up plan to address them promptly.	<input type="checkbox"/> Directly and promptly addresses performance issues as they arise.	<input type="checkbox"/> Allows staff performance issues to linger.
<input type="checkbox"/> Provides constructive feedback, guidance and suggestions that result in increased effectiveness of staff.	<input type="checkbox"/> Provides constructive feedback, guidance and suggestions to staff.	<input type="checkbox"/> Provides general feedback to staff without citing specific behavior.
<input type="checkbox"/> Creates development plans with staff and identifies and pursues growth assignments and opportunities for staff.	<input type="checkbox"/> Actively supports development of staff and notifies them of development opportunities as they arise.	<input type="checkbox"/> Does not support or facilitate growth and development of staff.
<input type="checkbox"/> Identifies and arranges for training and related activities for staff based on the needs of the business.	<input type="checkbox"/> Promotes attendance at required training sessions and suggests training for staff.	<input type="checkbox"/> Misses opportunities to encourage training for staff.

Behavior Standards for Manager Level

DIRECTS STAFF / DRIVES ACCOUNTABILITY

Delegates clear assignments to others; provides staff with appropriate responsibility and authority to complete assignments; holds staff accountable for successful completion of assignments.

Highly Effective	Effective	Needs Development
<ul style="list-style-type: none"> <input type="checkbox"/> Empowers others with increasing level of responsibility and authority; encourages others to make substantive and meaningful contributions and decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Allows others to exercise responsibility and authority; allows others to make contributions and decisions on more routine tasks. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not allow others to exercise responsibility or authority; assignments are superficial in nature, usually not involving any real decision-making.
<ul style="list-style-type: none"> <input type="checkbox"/> Provides guidance and direction tailored to individual's needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides guidance and direction using a set standard. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has tendency to be overly directive and dictate every step in the process rather than providing direction or guidance.
<ul style="list-style-type: none"> <input type="checkbox"/> Establishes clear results to be achieved; provides rationale for expectations and consequences for not achieving results; delegates assignments based on capabilities; frequently interacts with staff about assignments. 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes results to be achieved; provides general rationale for expectations; observes staff carrying out assignments and gives assignments based on past experience; monitors results to be achieved. 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes marginal results to be achieved; expectations are ambiguous; does not consider individual capabilities when delegating assignments and is not available to staff as they carry out assignments.
<ul style="list-style-type: none"> <input type="checkbox"/> Takes personal responsibility for performance of direct reports; voices ownership of issues in own work unit and develops action plan to remedy them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Holds staff accountable for successful completion of assignments; reviews performance Issues with staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> Allows individuals to make excuses for deficiencies in performance and does not set up remedies to solve performance issues.

Behavior Standards for Manager Level

BUILDING RELATIONSHIPS

Builds relationships with co-workers and customers; establishes rapport; relates to others with diverse backgrounds in a friendly and respectful manner.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Forges strong relationships with co-workers and customers and is actively sought out for involvement in initiatives.	<input type="checkbox"/> Builds working relationships with co-workers and customers.	<input type="checkbox"/> Does not seek to build relationships with individuals within or outside of own organization.
<input type="checkbox"/> Establishes rapport with others by relating to them in a respectful and friendly manner.	<input type="checkbox"/> Builds rapport by demonstrating cooperative and pleasant behavior.	<input type="checkbox"/> Shows no interest in building rapport; seems aloof and task-focused.
<input type="checkbox"/> Models and fosters respect for the ideas of others regardless of differences in their background, level or other factors.	<input type="checkbox"/> Conveys respect for the ideas of others regardless of differences in their background, level or other factors.	<input type="checkbox"/> Demonstrates a bias against those with different backgrounds or at a lower level than own.
<input type="checkbox"/> Shares credit for success by recognizing the contribution of others.	<input type="checkbox"/> Recognizes the contribution of others.	<input type="checkbox"/> Misses the opportunities to acknowledge the contribution of others.
<input type="checkbox"/> Addresses conflict or disagreement directly and constructively, while maintaining the self-esteem of those involved.	<input type="checkbox"/> Addresses conflict or disagreement constructively and when necessary.	<input type="checkbox"/> Avoids addressing conflict.

Behavior Standards for Manager Level

INVOLVING AND EMPOWERING OTHERS

Creates a climate that fosters personal involvement and excellence; nurtures commitment to a common vision and shared values; gives people the opportunity and latitude to contribute and achieve.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Solicits the involvement and contribution of all employees.	<input type="checkbox"/> Provides opportunities for employees to get involved and seeks their contribution.	<input type="checkbox"/> Does not encourage employee participation in decision making; accepts contribution on own terms.
<input type="checkbox"/> Creates an environment that allows employees to actively contribute ideas that impact the success of the business.	<input type="checkbox"/> Allows employees to contribute ideas and suggestions.	<input type="checkbox"/> Develops an organization where employees do not believe their ideas can impact the success of the business
<input type="checkbox"/> Creates a sense of energy, excitement and personal investment in maintaining excellence to increase profitability.	<input type="checkbox"/> Creates a commitment to the success of the business by demonstrating own personal investment.	<input type="checkbox"/> Fails to demonstrate own commitment and involvement in the profitability of the business.
<input type="checkbox"/> Nurtures a commitment to the vision and the shared values of the organization.	<input type="checkbox"/> Demonstrates a commitment to a common vision and to the shared values of the organization.	<input type="checkbox"/> Demonstrates superficial support of vision; seems to have a conflict with the shared values of the organization.
<input type="checkbox"/> Allows employees to make decisions about own area and intervenes when coaching opportunities arise.	<input type="checkbox"/> Gives people the latitude to run their own areas of responsibility, while intervening when appropriate.	<input type="checkbox"/> Dismisses employees' ability to make decisions; dictates the manner in which employees run their own areas.

Behavior Standards for Manager Level

CHALLENGING AND MOTIVATING OTHERS

Communicates and reinforces the vision of the organization; uses rewards and consequences to get results; sets high performance standards; projects and instills confidence in and commitment to exceeding performance standards.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Actively communicates, supports and reinforces the vision of the organization through employee meetings, speeches and decision-making.	<input type="checkbox"/> Communicates and reinforces the vision of the organization through employee meetings, speeches and decision-making.	<input type="checkbox"/> Misses opportunities to reinforce and communicate the vision of the organization; fails to support the vision in decision-making.
<input type="checkbox"/> Drives the acceptance of accountability to results to all employees throughout the organization.	<input type="checkbox"/> Contributes to efforts to drive the accountability to results by all employees throughout the organization.	<input type="checkbox"/> Does not drive accountability to results by all employees.
<input type="checkbox"/> Champions a climate where employees do not tolerate complacency and strive for excellence.	<input type="checkbox"/> Creates an environment where employees are encouraged not to accept complacency.	<input type="checkbox"/> Tolerates complacency in own area and throughout the organization.
<input type="checkbox"/> Establishes and communicates high performance standards for self and others; motivates employees to greatly exceed performance standards.	<input type="checkbox"/> Establishes and communicates challenging performance standards for self and others; motivates employees to meet performance standards.	<input type="checkbox"/> Establishes and communicates inadequate performance standards for self and others.
<input type="checkbox"/> Assigns goals with employees in a way that creates a strong sense of ownership.	<input type="checkbox"/> Assigns goals with employees in a way that creates acceptance.	<input type="checkbox"/> Assigns goals that create resentment by employees or diminish participation.
<input type="checkbox"/> Projects confidence in and commitment to the success of others.	<input type="checkbox"/> Demonstrates support for the success of others.	<input type="checkbox"/> Appears unconcerned about the success of others.

Leadership Behaviors – Department Head and Supervisor Level

Problem Analysis & Decision Making	Gathers relevant information to diagnose problems and identify causes; draws logical conclusions based on an integrated, clear grasp of information and relationship issues; makes timely decisions.
Adaptability	Works effectively under stressful conditions; adjusts to multiple and conflicting demands; shows resilience under ambiguous and changing circumstances; modifies behavior and plans as necessary to achieve commitments.
Coaches & Develops Others	Directly and promptly addresses performance issues; provides constructive feedback, guidance and suggestions; actively supports and facilitates others' growth and development.
Directs Staff / Drives Accountability	Delegates clear assignments to others; provides staff with appropriate responsibility and authority to complete assignments; holds staff accountable for successful completion of assignments.
Building Relationships	Builds relationships with co-workers and customers; establishes rapport; relates to others with diverse backgrounds in a friendly and respectful manner.
Involving & Empowering Others	Creates a climate that fosters personal involvement and excellence; nurtures commitment to a common vision and shared values; gives people the opportunity and latitude to contribute and achieve.
Challenging & Motivating Others	Communicates and reinforces the vision of the organization; uses rewards and consequences to get results; sets high performance standards; projects and instills confidence and commitment to exceed performance standards.
Demonstrates Technical Knowledge	Demonstrates competence, knowledge and understanding of basic principles in own technical field; demonstrates knowledge of NOD and station policies and practices; keeps up-to-date on changes in technology and understands potential impact on own work; pursues learning opportunities formally and informally.
Self-Development	Actively pursues growth and development opportunities; seeks out feedback and reacts without defensiveness; continuously finds ways to improve.
Personal Drive	Overcomes challenges to make the business succeed; displays strong drive to achieve results; conveys sense of urgency; strives in the face of resistance and obstacles.
Integrity & Trust	Ensures a fair working environment; delivers on commitments; protects confidential information.
Fosters Teamwork	Promotes collaboration within and between groups; demonstrates behavior that supports teams to improve the business; creates an environment that supports teamwork.
Safety Awareness	Demonstrates respect for nuclear safety by acting in accordance with all safety rules; enforces industry and NOD standards and takes action to effectively address safety issues and problems.
Promotes Continuous Improvement	Develops processes to enhance operational effectiveness; benchmarks other organizations and industries; actively explores new ideas and opportunities for innovation of processes; champions organizational changes; solicits feedback on performance.

Behavior Standards for Department Head and Supervisor Level

PROBLEM ANALYSIS & DECISION MAKING

Gathers relevant information to diagnose problems and identify causes; draws logical conclusions based on an integrated, clear grasp of information and relationship issues; makes timely decisions.

Highly Effective	Effective	Needs Development
<ul style="list-style-type: none"> <input type="checkbox"/> Gathers critical information directly related to the problem; utilizes diverse resources to understand important issues and to diagnose the problem. 	<ul style="list-style-type: none"> <input type="checkbox"/> Gathers relevant information to understand issues and diagnose problems; obtains additional information to help arrive at a solution. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not seek information to understand the issues; appears to jump to conclusions instead of gathering additional information.
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a clear grasp of relationships among issues; examines problems from different perspectives and integrates information to draw logical conclusions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Examines problems and integrates related information; recognizes relationships among issues and draws logical conclusions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes only the obvious; does not seek to relate relationships among issues.
<ul style="list-style-type: none"> <input type="checkbox"/> Considers risks and benefits of alternatives. Takes thorough and systemic action on issues. 	<ul style="list-style-type: none"> <input type="checkbox"/> Considers pros and cons of alternatives; takes sound and practical actions on issues. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not consider alternatives; takes actions that are illogical and ineffective.
<ul style="list-style-type: none"> <input type="checkbox"/> Makes accurate and timely decisions that reflect an understanding of the business priorities; shows astute judgment especially when information is limited or ambiguous. 	<ul style="list-style-type: none"> <input type="checkbox"/> Makes timely decisions; shows reasonable judgment when making decisions, despite time constraints, inadequate information and business priorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Makes snap judgments and decisions without necessary information; delays decision-making.
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes that problems and solutions affect other areas of the organization; makes decisions that reflect such an understanding. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes that problems and solutions affect own area; makes decisions that reflect such an understanding. 	<ul style="list-style-type: none"> <input type="checkbox"/> Tends to overlook the fact that solutions and decisions may have negative repercussions for own area and others in the organization.

Behavior Standards for Department Head and Supervisor Level

Commit For Results

ADAPTABILITY

Works effectively under stressful conditions; adjusts to multiple and conflicting demands; shows resilience under ambiguous and changing circumstances; modifies behavior and plans as necessary to achieve commitments.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Maintains a high level of performance, despite stressful conditions.	<input type="checkbox"/> Performs effectively when faced with stressful conditions.	<input type="checkbox"/> Becomes confused and ineffective when faced with stressful conditions.
<input type="checkbox"/> Anticipates and modifies plans in response to impending changes in business conditions.	<input type="checkbox"/> Adjusts plans in response to changing business conditions.	<input type="checkbox"/> Misses the opportunity to change course, despite clear signals of change in business conditions.
<input type="checkbox"/> Adjusts to multiple work demands and develops ways to minimize conflicting work requirements.	<input type="checkbox"/> Adjusts to multiple and conflicting work demands when they arise.	<input type="checkbox"/> Demonstrates some confusion when faced with multiple work demands and conflicting requirements.
<input type="checkbox"/> Manages competing commitments while maintaining focus and progress on each.	<input type="checkbox"/> Ensures that commitments are met.	<input type="checkbox"/> Does not follow through on commitments made.
<input type="checkbox"/> Modifies problem-solving or other work models to fit changing conditions.	<input type="checkbox"/> Adapts to work models as conditions change.	<input type="checkbox"/> Has difficulty fitting work models to changing conditions.

Behavior Standards for Department Head and Supervisor Level

62

COACHES AND DEVELOPS OTHERS

Directly and promptly addresses performance issues; provides constructive feedback, guidance and suggestions; actively supports and facilitates other's growth and development.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Foresees and addresses staff performance issues. Identifies specific issues and sets up plan to address them promptly.	<input type="checkbox"/> Directly and promptly addresses performance issues as they arise.	<input type="checkbox"/> Allows staff performance issues to linger.
<input type="checkbox"/> Provides constructive feedback, guidance and suggestions that result in increased effectiveness of staff.	<input type="checkbox"/> Provides constructive feedback, guidance and suggestions to staff.	<input type="checkbox"/> Provides general feedback to staff without citing specific behavior.
<input type="checkbox"/> Creates development plans with staff and identifies and pursues growth assignments and opportunities for staff.	<input type="checkbox"/> Actively supports development of staff and notifies them of development opportunities as they arise.	<input type="checkbox"/> Does not support or facilitate growth and development of staff.
<input type="checkbox"/> Identifies and arranges for training and related activities for staff based on the needs of the business.	<input type="checkbox"/> Promotes attendance at required training sessions and suggests training for staff.	<input type="checkbox"/> Misses opportunities to encourage training for staff.

Behavior Standards for Department Head and Supervisor Level

DIRECTS STAFF / DRIVES ACCOUNTABILITY

Delegates clear assignments to others; provides staff with appropriate responsibility and authority to complete assignments; holds staff accountable for successful completion of assignments.

Highly Effective	Effective	Needs Development
<ul style="list-style-type: none"> <input type="checkbox"/> Empowers others with increasing level of responsibility and authority; encourages others to make substantive and meaningful contributions and decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Allows others to exercise responsibility and authority; allows others to make contributions and decisions on more routine tasks. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not allow others to exercise responsibility or authority; assignments are superficial in nature, usually not involving any real decision-making.
<ul style="list-style-type: none"> <input type="checkbox"/> Provides guidance and direction tailored to individual's needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides guidance and direction using a set standard. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has tendency to be overly directive and dictate every step in the process rather than providing direction or guidance.
<ul style="list-style-type: none"> <input type="checkbox"/> Establishes clear results to be achieved; provides rationale for expectations and consequences for not achieving results; delegates assignments based on capabilities; frequently interacts with staff about assignments. 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes results to be achieved; provides general rationale for expectations; observes staff carrying out assignments and gives assignments based on past experience; monitors results to be achieved. 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes marginal results to be achieved; expectations are ambiguous; does not consider individual capabilities when delegating assignments and is not available to staff as they carry out assignments.
<ul style="list-style-type: none"> <input type="checkbox"/> Takes personal responsibility for performance of direct reports; voices ownership of issues in own work unit and develops action plan to remedy them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Holds staff accountable for successful completion of assignments; reviews performance issues with staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> Allows individuals to make excuses for deficiencies in performance and does not set up remedies to solve performance issues.

Behavior Standards for Department Head and Supervisor Level

BUILDING RELATIONSHIPS

Builds relationships with co-workers and customers; establishes rapport; relates to others with diverse backgrounds in a friendly and respectful manner.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Forges strong relationships with co-workers and customers and is actively sought out for involvement in initiatives.	<input type="checkbox"/> Builds working relationships with co-workers and customers.	<input type="checkbox"/> Does not seek to build relationships with individuals within or outside of own organization.
<input type="checkbox"/> Establishes rapport with others by relating to them in a respectful and friendly manner.	<input type="checkbox"/> Builds rapport by demonstrating cooperative and pleasant behavior.	<input type="checkbox"/> Shows no interest in building rapport; seems aloof and task-focused.
<input type="checkbox"/> Models and fosters respect for the ideas of others regardless of differences in their background, level or other factors.	<input type="checkbox"/> Conveys respect for the ideas of others regardless of differences in their background, level or other factors.	<input type="checkbox"/> Demonstrates a bias against those with different backgrounds or at a lower level than own.
<input type="checkbox"/> Shares credit for success by recognizing the contribution of others.	<input type="checkbox"/> Recognizes the contribution of others.	<input type="checkbox"/> Misses the opportunities to acknowledge the contribution of others.
<input type="checkbox"/> Addresses conflict or disagreement directly and constructively, while maintaining the self-esteem of those involved.	<input type="checkbox"/> Addresses conflict or disagreement constructively and when necessary.	<input type="checkbox"/> Avoids addressing conflict.

Behavior Standards for Department Head and Supervisor Level

INVOLVING AND EMPOWERING OTHERS

Creates a climate that fosters personal involvement and excellence; nurtures commitment to a common vision and shared values; gives people the opportunity and latitude to contribute and achieve.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Solicits the involvement and contribution of all employees.	<input type="checkbox"/> Provides opportunities for employees to get involved and seeks their contribution.	<input type="checkbox"/> Does not encourage employee participation in decision making; accepts contribution on own terms.
<input type="checkbox"/> Creates an environment that allows employees to actively contribute ideas that impact the success of the business.	<input type="checkbox"/> Allows employees to contribute ideas and suggestions.	<input type="checkbox"/> Develops an organization where employees do not believe their ideas can impact the success of the business
<input type="checkbox"/> Creates a sense of energy, excitement and personal investment in maintaining excellence to increase profitability.	<input type="checkbox"/> Creates a commitment to the success of the business by demonstrating own personal investment.	<input type="checkbox"/> Fails to demonstrate own commitment and involvement in the profitability of the business.
<input type="checkbox"/> Nurtures a commitment to the vision and the shared values of the organization.	<input type="checkbox"/> Demonstrates a commitment to a common vision and to the shared values of the organization.	<input type="checkbox"/> Demonstrates superficial support of vision; seems to have a conflict with the shared values of the organization.
<input type="checkbox"/> Allows employees to make decisions about own area and intervenes when coaching opportunities arise.	<input type="checkbox"/> Gives people the latitude to run their own areas of responsibility, while intervening when appropriate.	<input type="checkbox"/> Dismisses employees' ability to make decisions; dictates the manner in which employees run their own areas.

Behavior Standards for Department Head and Supervisor Level

66

CHALLENGING AND MOTIVATING OTHERS

Communicates and reinforces the vision of the organization; uses rewards and consequences to get results; sets high performance standards; projects and instills confidence in and commitment to exceeding performance standards.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Actively communicates, supports and reinforces the vision of the organization through employee meetings, speeches and decision-making.	<input type="checkbox"/> Communicates and reinforces the vision of the organization through employee meetings, speeches and decision-making.	<input type="checkbox"/> Misses opportunities to reinforce and communicate the vision of the organization; fails to support the vision in decision-making.
<input type="checkbox"/> Drives the acceptance of accountability to results to all employees throughout the organization.	<input type="checkbox"/> Contributes to efforts to drive the accountability to results by all employees throughout the organization.	<input type="checkbox"/> Does not drive accountability to results by all employees.
<input type="checkbox"/> Champions a climate where employees do not tolerate complacency and strive for excellence.	<input type="checkbox"/> Creates an environment where employees are encouraged not to accept complacency.	<input type="checkbox"/> Tolerates complacency in own area and throughout the organization.
<input type="checkbox"/> Establishes and communicates high performance standards for self and others; motivates employees to greatly exceed performance standards.	<input type="checkbox"/> Establishes and communicates challenging performance standards for self and others; motivates employees to meet performance standards.	<input type="checkbox"/> Establishes and communicates inadequate performance standards for self and others.
<input type="checkbox"/> Assigns goals with employees in a way that creates a strong sense of ownership.	<input type="checkbox"/> Assigns goals with employees in a way that creates acceptance.	<input type="checkbox"/> Assigns goals that create resentment by employees or diminish participation.
<input type="checkbox"/> Projects confidence in and commitment to the success of others.	<input type="checkbox"/> Demonstrates support for the success of others.	<input type="checkbox"/> Appears unconcerned about the success of others.

Behavior Standards for Department Head and Supervisor Level

DEMONSTRATES TECHNICAL KNOWLEDGE

Demonstrates competence and understanding of basic principles in own technical field. Demonstrates knowledge of NOD and station policies and practices. Keeps up-to-date on changes in technology and understands potential impact on own work. Pursues learning opportunities formally and informally.

Highly Effective	Effective	Needs Development
<ul style="list-style-type: none"> <input type="checkbox"/> Is regarded as technical expert in own area and is sought by others for ability to benchmark and to successfully problem solve emerging issues. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has appropriate technical background and willingly shares knowledge with others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has little or no technical background or experience; demonstrates a significant technical skills gap.
<ul style="list-style-type: none"> <input type="checkbox"/> Thoroughly understands and applies ComEd and NOD policies in more than own area of expertise. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has solid understanding of ComEd and NOD policies and practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has limited understanding of ComEd and NOD policies and practices.
<ul style="list-style-type: none"> <input type="checkbox"/> Seeks knowledge of changes in technology through formal education, publications, and exchange of information and understands impact on own work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Keeps up-to-date on technological changes and impact on own work through formal and informal channels. 	<ul style="list-style-type: none"> <input type="checkbox"/> Misses opportunities to keep up-to-date on changing technology.
<ul style="list-style-type: none"> <input type="checkbox"/> Pursues learning opportunities to increase knowledge of self and others; applies newly obtained knowledge to affect or improve own work and achieve desired results. 	<ul style="list-style-type: none"> <input type="checkbox"/> Pursues learning opportunities and applies them when possible. 	<ul style="list-style-type: none"> <input type="checkbox"/> Pursues learning opportunities that marginally increase technical knowledge.

Behavior Standards for Department Head and Supervisor Level

SELF-DEVELOPMENT

Actively pursues growth and development opportunities; seeks out feedback and reacts without defensiveness; continuously finds ways to improve.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Actively seeks out feedback on performance from manager, peers and direct reports.	<input type="checkbox"/> Seeks feedback on own performance.	<input type="checkbox"/> Listens to feedback offered by others; does not seek feedback.
<input type="checkbox"/> Readily accepts feedback and designs development plans to develop self, based on feedback received.	<input type="checkbox"/> Conveys openness to receiving feedback and listens without defending own actions.	<input type="checkbox"/> Focuses feedback discussion on other unrelated issues; rationalizes or becomes defensive.
<input type="checkbox"/> Proactively sets plan for pursuing opportunities for personal growth and finds ways to apply on own position; goes beyond plan and surpasses behavioral goals.	<input type="checkbox"/> Works with manager to create development plan; achieves development goals; finds ways to improve.	<input type="checkbox"/> Does not seek opportunities for growth; has not achieved development plan suggested by supervisor.
<input type="checkbox"/> Examines the successes and failures of self and others to extract key lessons; translates understanding into opportunities to improve.	<input type="checkbox"/> Reviews problematic events or projects; makes adjustments as appropriate.	<input type="checkbox"/> Often repeats mistakes; does not learn from own experience.

Behavior Standards for Department Head and Supervisor Level

PERSONAL DRIVE

Overcomes challenges to make the business succeed; displays strong drive to achieve results; conveys a sense of urgency; strives in the face of resistance and obstacles.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Sets very high goals for self.	<input type="checkbox"/> Sets stretch goals for self.	<input type="checkbox"/> Sets goals for self that do not represent noticeable advancement.
<input type="checkbox"/> Persists in the face of resistance and finds ways to overcome barriers to success.	<input type="checkbox"/> Strives to address resistance and barriers to success.	<input type="checkbox"/> Caves in, in the face of difficulties or resistance.
<input type="checkbox"/> Willingly makes personal adjustments when necessary to achieve desired results.	<input type="checkbox"/> Displays strong drive to achieve desired success.	<input type="checkbox"/> Fails to demonstrate a desire to achieve success and fails to go beyond what is required.
<input type="checkbox"/> Conveys a sense of urgency to handle change and address emerging issues to successfully move the business forward.	<input type="checkbox"/> Conveys an interest in accomplishing goals and acts with a scarce sense of urgency.	<input type="checkbox"/> Appears to have no sense of urgency.
<input type="checkbox"/> Actively seeks increasingly challenging projects and strives to expand level of responsibility.	<input type="checkbox"/> Willingly accepts greater level of responsibility.	<input type="checkbox"/> Has to be convinced to accept greater level of responsibility than what is assigned.

Behavior Standards for Department Head and Supervisor Level

INTEGRITY AND TRUST

Ensures a fair working environment; delivers on commitments; protects confidential information.

<u>Highly Effective</u>	<u>Effective</u>	<u>Needs Development</u>
<input type="checkbox"/> Is a role model of the highest standards of personal integrity.	<input type="checkbox"/> Maintains high standards of personal integrity.	<input type="checkbox"/> Does not always demonstrate personal integrity; commitments are not supported by actions.
<input type="checkbox"/> Maintains confidential information and encourages others to do so.	<input type="checkbox"/> Maintains confidential information.	<input type="checkbox"/> Shares confidential information with others.
<input type="checkbox"/> Is recognized by employees as someone that treats all employees in a fair manner and ensures consistency in the treatment of employees.	<input type="checkbox"/> Treats employees fairly and ensures a fair working environment.	<input type="checkbox"/> Acts arbitrarily and demonstrates favoritism; tolerates favoritism by others.
<input type="checkbox"/> Models ComEd's values and guiding behaviors through own actions.	<input type="checkbox"/> Shows consistency between ComEd's values and own actions.	<input type="checkbox"/> Models ComEd's values or guiding behaviors only when convenient.
<input type="checkbox"/> Maintains a high level of trust among own customers and employees about delivery on commitments.	<input type="checkbox"/> Delivers on commitments made to customers and employees.	<input type="checkbox"/> Fails to deliver on commitments made to employees and customers.

Behavior Standards for Department Head and Supervisor Level

FOSTERS TEAMWORK

Promotes collaboration within and between groups; demonstrates behavior that supports teams to improve the business; creates an environment that supports teamwork.

Highly Effective	Effective	Needs Development
<ul style="list-style-type: none"> <input type="checkbox"/> Integrates efforts and ideas across functions and organizational lines for the good of the business. 	<ul style="list-style-type: none"> <input type="checkbox"/> Acknowledges the need to work across organizational lines; supports efforts to cooperate and remove barriers to success. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not acknowledge the need to work cooperatively across organizational lines; creates silos.
<ul style="list-style-type: none"> <input type="checkbox"/> Actively involves other teams to leverage ideas and commonalities and willingly shares information with others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Looks for ways to cooperate with other teams to leverage new ideas and commonalities and to implement cooperative practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has to be encouraged to cooperate with others and does not share information or ideas.
<ul style="list-style-type: none"> <input type="checkbox"/> Builds participation and gains buy-in of employees across organizational lines for projects or initiatives. 	<ul style="list-style-type: none"> <input type="checkbox"/> Keeps employees in other parts of the business informed about projects and initiatives. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not inform other teams about projects or initiatives.
<ul style="list-style-type: none"> <input type="checkbox"/> Builds trust among team members by recognizing achievement, showing respect toward members and sharing credit among them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Works to build trust in the team and treats team members with respect. 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates a sense of mistrust among team members; takes credit for accomplishments and seldom recognizes the contributions of others.
<ul style="list-style-type: none"> <input type="checkbox"/> Facilitates the effective interaction of team members by supporting diverse ideas and by demonstrating and encouraging behavior that supports teams. 	<ul style="list-style-type: none"> <input type="checkbox"/> Takes steps to improve interaction of all team members. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not take steps to improve the interaction of team members.

Behavior Standards for Department Head and Supervisor Level

SAFETY AWARENESS

Demonstrates respect for nuclear safety by acting in accordance with all safety rules; enforces industry and NOD standards; takes action to effectively address safety issues and problems.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Seeks knowledge of changes in industry standards and makes necessary adjustments in own area.	<input type="checkbox"/> Keeps up-to-date with changes in industry and company's safety standards.	<input type="checkbox"/> Displays little or no knowledge of industry and company safety standards.
<input type="checkbox"/> Demonstrates thorough understanding and respect for nuclear safety by acting in accordance with rules and industry standards.	<input type="checkbox"/> Demonstrates respect for nuclear safety by acting in accordance with all safety rules and standards.	<input type="checkbox"/> Fails to understand nuclear safety rules and occasionally violates safety standards.
<input type="checkbox"/> Seeks knowledge of changes in safety standards and shares information with others on how those changes affect the team's work; enforces standards.	<input type="checkbox"/> Stays abreast of changes in safety standards; enforces industry standards.	<input type="checkbox"/> Does not stay informed about changes in safety standards and does not enforce industry standards.
<input type="checkbox"/> Anticipates and addresses potential problems that jeopardize safety standards by designing a plan to address them.	<input type="checkbox"/> Uses conservative decision-making; evaluates the impact of actions on safety before taking those actions.	<input type="checkbox"/> Does not consider impact of actions on safety; carries out assignments without consideration of risk to or outcome on safety standards.

Behavior Standards for Department Head and Supervisor Level

PROMOTES CONTINUOUS IMPROVEMENT

Develops processes to enhance operational effectiveness; benchmarks other organizations and industries; actively explores new ideas and opportunities for innovation of processes; champions organizational changes; solicits feedback on performance.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Develops processes to enhance operational effectiveness that result in significant direct and indirect cost savings to organization.	<input type="checkbox"/> Develops processes to enhance operational effectiveness; makes adjustments in processes to make them effective.	<input type="checkbox"/> Maintains on-going work processes; does not see the need to develop or enhance operations.
<input type="checkbox"/> Benchmarks within and outside of own organization and applies key learnings in own area of responsibility.	<input type="checkbox"/> Benchmarks with other stations and relevant organizations outside the nuclear industry and shares key learnings with co-workers.	<input type="checkbox"/> Does not benchmark other areas to learn best practices; only applies own knowledge base.
<input type="checkbox"/> Actively explores new ideas and uses those ideas to develop work process improvements in own team and to address recurrent concerns.	<input type="checkbox"/> Promotes new ideas and opportunities and accepts suggestions about improvements to work processes.	<input type="checkbox"/> Does not recognize the need to explore new ideas for process improvements.
<input type="checkbox"/> Demonstrates own personal conviction and commitment to changes in the business; anticipates and encourages others to embrace organizational changes.	<input type="checkbox"/> Champions changes in the business and communicates and voices support for organizational changes.	<input type="checkbox"/> Demonstrates resistance to changes in the business and prefers to maintain the status quo.
<input type="checkbox"/> Solicits feedback on performance and establishes effective plan to address feedback.	<input type="checkbox"/> Solicits feedback on own performance.	<input type="checkbox"/> Does not solicit feedback on performance.

Leadership Behaviors – Individual Contributor Level

Demonstrates Technical Knowledge	Demonstrates competence, knowledge and understanding of basic principles in own technical field; demonstrates knowledge of NOD and station policies and practices; keeps up-to-date on changes in technology and understands potential impact on own work; pursues learning opportunities formally and informally.
Self-Development	Actively pursues growth and development opportunities; seeks out feedback and reacts without defensiveness; continuously finds ways to improve.
Personal Drive	Overcomes challenges to make the business succeed; displays strong drive to achieve results; conveys sense of urgency; strives in the face of resistance and obstacles.
Integrity & Trust	Ensures a fair working environment; delivers on commitments; protects confidential information.
Fosters Teamwork	Promotes collaboration within and between groups; demonstrates behavior that supports teams to improve the business; creates an environment that supports teamwork.
Safety Awareness	Demonstrates respect for nuclear safety by acting in accordance with all safety rules; enforces industry and NOD standards and takes action to effectively address safety issues and problems.
Promotes Continuous Improvement	Develops processes to enhance operational effectiveness; benchmarks other organizations and industries; actively explores new ideas and opportunities for innovation of processes; champions organizational changes; solicits feedback on performance.

Behavior Standards for Individual Contributor Level

DEMONSTRATES TECHNICAL KNOWLEDGE

Demonstrates competence and understanding of basic principles in own technical field. Demonstrates knowledge of NOD and station policies and practices. Keeps up-to-date on changes in technology and understands potential impact on own work. Pursues learning opportunities formally and informally.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Is regarded as technical expert in own area and is sought by others for ability to benchmark and to successfully problem solve emerging issues.	<input type="checkbox"/> Has appropriate technical background and willingly shares knowledge with others.	<input type="checkbox"/> Has little or no technical background or experience; demonstrates a significant technical skills gap.
<input type="checkbox"/> Thoroughly understands and applies ComEd and NOD policies in more than own area of expertise.	<input type="checkbox"/> Has solid understanding of ComEd and NOD policies and practices.	<input type="checkbox"/> Has limited understanding of ComEd and NOD policies and practices.
<input type="checkbox"/> Seeks knowledge of changes in technology through formal education, publications, and exchange of information and understands impact on own work.	<input type="checkbox"/> Keeps up-to-date on technological changes and impact on own work through formal and informal channels.	<input type="checkbox"/> Misses opportunities to keep up-to-date on changing technology.
<input type="checkbox"/> Pursues learning opportunities to increase knowledge of self and others; applies newly obtained knowledge to affect or improve own work and achieve desired results.	<input type="checkbox"/> Pursues learning opportunities and applies them when possible.	<input type="checkbox"/> Pursues learning opportunities that marginally increase technical knowledge.

Behavior Standards for Individual Contributor Level

SELF-DEVELOPMENT

Actively pursues growth and development opportunities; seeks out feedback and reacts without defensiveness; continuously finds ways to improve.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Actively seeks out feedback on performance from manager, peers and direct reports.	<input type="checkbox"/> Seeks feedback on own performance.	<input type="checkbox"/> Listens to feedback offered by others; does not seek feedback.
<input type="checkbox"/> Readily accepts feedback and designs development plans to develop self, based on feedback received.	<input type="checkbox"/> Conveys openness to receiving feedback and listens without defending own actions.	<input type="checkbox"/> Focuses feedback discussion on other unrelated issues; rationalizes or becomes defensive.
<input type="checkbox"/> Proactively sets plan for pursuing opportunities for personal growth and finds ways to apply on own position; goes beyond plan and surpasses behavioral goals.	<input type="checkbox"/> Works with manager to create development plan; achieves development goals; finds ways to improve.	<input type="checkbox"/> Does not seek opportunities for growth; has not achieved development plan suggested by supervisor.
<input type="checkbox"/> Examines the successes and failures of self and others to extract key lessons; translates understanding into opportunities to improve.	<input type="checkbox"/> Reviews problematic events or projects; makes adjustments as appropriate.	<input type="checkbox"/> Often repeats mistakes; does not learn from own experience.

Behavior Standards for Individual Contributor Level

PERSONAL DRIVE

Overcomes challenges to make the business succeed; displays strong drive to achieve results; conveys a sense of urgency; strives in the face of resistance and obstacles.

<u>Highly Effective</u>	<u>Effective</u>	<u>Needs Development</u>
<input type="checkbox"/> Sets very high goals for self.	<input type="checkbox"/> Sets stretch goals for self.	<input type="checkbox"/> Sets goals for self that do not represent noticeable advancement.
<input type="checkbox"/> Persists in the face of resistance and finds ways to overcome barriers to success.	<input type="checkbox"/> Strives to address resistance and barriers to success.	<input type="checkbox"/> Caves in, in the face of difficulties or resistance.
<input type="checkbox"/> Willingly makes personal adjustments when necessary to achieve desired results.	<input type="checkbox"/> Displays strong drive to achieve desired success.	<input type="checkbox"/> Fails to demonstrate a desire to achieve success and fails to go beyond what is required.
<input type="checkbox"/> Conveys a sense of urgency to handle change and address emerging issues to successfully move the business forward.	<input type="checkbox"/> Conveys an interest in accomplishing goals and acts with a scarce sense of urgency.	<input type="checkbox"/> Appears to have no sense of urgency.
<input type="checkbox"/> Actively seeks increasingly challenging projects and strives to expand level of responsibility.	<input type="checkbox"/> Willingly accepts greater level of responsibility.	<input type="checkbox"/> Has to be convinced to accept greater level of responsibility than what is assigned.

Behavior Standards for Individual Contributor Level

INTEGRITY AND TRUST

Ensures a fair working environment; delivers on commitments; protects confidential information.

<u>Highly Effective</u>	<u>Effective</u>	<u>Needs Development</u>
<input type="checkbox"/> Is a role model of the highest standards of personal integrity.	<input type="checkbox"/> Maintains high standards of personal integrity.	<input type="checkbox"/> Does not always demonstrate personal integrity; commitments are not supported by actions.
<input type="checkbox"/> Maintains confidential information and encourages others to do so.	<input type="checkbox"/> Maintains confidential information.	<input type="checkbox"/> Shares confidential information with others.
<input type="checkbox"/> Is recognized by employees as someone that treats all employees in a fair manner and ensures consistency in the treatment of employees.	<input type="checkbox"/> Treats employees fairly and ensures a fair working environment.	<input type="checkbox"/> Acts arbitrarily and demonstrates favoritism; tolerates favoritism by others.
<input type="checkbox"/> Models ComEd's values and guiding behaviors through own actions.	<input type="checkbox"/> Shows consistency between ComEd's values and own actions.	<input type="checkbox"/> Models ComEd's values or guiding behaviors only when convenient.
<input type="checkbox"/> Maintains a high level of trust among own customers and employees about delivery on commitments.	<input type="checkbox"/> Delivers on commitments made to customers and employees.	<input type="checkbox"/> Fails to deliver on commitments made to employees and customers.

Behavior Standards for Individual Contributor Level

FOSTERS TEAMWORK

Promotes collaboration within and between groups; demonstrates behavior that supports teams to improve the business; creates an environment that supports teamwork.

Highly Effective	Effective	Needs Development
<ul style="list-style-type: none"> <input type="checkbox"/> Integrates efforts and ideas across functions and organizational lines for the good of the business. 	<ul style="list-style-type: none"> <input type="checkbox"/> Acknowledges the need to work across organizational lines; supports efforts to cooperate and remove barriers to success. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not acknowledge the need to work cooperatively across organizational lines; creates silos.
<ul style="list-style-type: none"> <input type="checkbox"/> Actively involves other teams to leverage ideas and commonalities and willingly shares information with others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Looks for ways to cooperate with other teams to leverage new ideas and commonalities and to implement cooperative practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has to be encouraged to cooperate with others and does not share information or ideas.
<ul style="list-style-type: none"> <input type="checkbox"/> Builds participation and gains buy-in of employees across organizational lines for projects or initiatives. 	<ul style="list-style-type: none"> <input type="checkbox"/> Keeps employees in other parts of the business informed about projects and initiatives. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not inform other teams about projects or initiatives.
<ul style="list-style-type: none"> <input type="checkbox"/> Builds trust among team members by recognizing achievement, showing respect toward members and sharing credit among them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Works to build trust in the team and treats team members with respect. 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates a sense of mistrust among team members; takes credit for accomplishments and seldom recognizes the contributions of others.
<ul style="list-style-type: none"> <input type="checkbox"/> Facilitates the effective interaction of team members by supporting diverse ideas and by demonstrating and encouraging behavior that supports teams. 	<ul style="list-style-type: none"> <input type="checkbox"/> Takes steps to improve interaction of all team members. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not take steps to improve the interaction of team members.

Behavior Standards for Individual Contributor Level

SAFETY AWARENESS

Demonstrates respect for nuclear safety by acting in accordance with all safety rules; enforces industry and NOD standards; takes action to effectively address safety issues and problems.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Seeks knowledge of changes in industry standards and makes necessary adjustments in own area.	<input type="checkbox"/> Keeps up-to-date with changes in industry and company's safety standards.	<input type="checkbox"/> Displays little or no knowledge of industry and company safety standards.
<input type="checkbox"/> Demonstrates thorough understanding and respect for nuclear safety by acting in accordance with rules and industry standards.	<input type="checkbox"/> Demonstrates respect for nuclear safety by acting in accordance with all safety rules and standards.	<input type="checkbox"/> Fails to understand nuclear safety rules and occasionally violates safety standards.
<input type="checkbox"/> Seeks knowledge of changes in safety standards and shares information with others on how those changes affect the team's work; enforces standards.	<input type="checkbox"/> Stays abreast of changes in safety standards; enforces industry standards.	<input type="checkbox"/> Does not stay informed about changes in safety standards and does not enforce industry standards.
<input type="checkbox"/> Anticipates and addresses potential problems that jeopardize safety standards by designing a plan to address them.	<input type="checkbox"/> Uses conservative decision-making; evaluates the impact of actions on safety before taking those actions.	<input type="checkbox"/> Does not consider impact of actions on safety; carries out assignments without consideration of risk to or outcome on safety standards.

Behavior Standards for Individual Contributor Level

PROMOTES CONTINUOUS IMPROVEMENT

Develops processes to enhance operational effectiveness; benchmarks other organizations and industries; actively explores new ideas and opportunities for innovation of processes; champions organizational changes; solicits feedback on performance.

Highly Effective	Effective	Needs Development
<input type="checkbox"/> Develops processes to enhance operational effectiveness that result in significant direct and indirect cost savings to organization.	<input type="checkbox"/> Develops processes to enhance operational effectiveness; makes adjustments in processes to make them effective.	<input type="checkbox"/> Maintains on-going work processes; does not see the need to develop or enhance operations.
<input type="checkbox"/> Benchmarks within and outside of own organization and applies key learnings in own area of responsibility.	<input type="checkbox"/> Benchmarks with other stations and relevant organizations outside the nuclear industry and shares key learnings with co-workers.	<input type="checkbox"/> Does not benchmark other areas to learn best practices; only applies own knowledge base.
<input type="checkbox"/> Actively explores new ideas and uses those ideas to develop work process improvements in own team and to address recurrent concerns.	<input type="checkbox"/> Promotes new ideas and opportunities and accepts suggestions about improvements to work processes.	<input type="checkbox"/> Does not recognize the need to explore new ideas for process improvements.
<input type="checkbox"/> Demonstrates own personal conviction and commitment to changes in the business; anticipates and encourages others to embrace organizational changes.	<input type="checkbox"/> Champions changes in the business and communicates and voices support for organizational changes.	<input type="checkbox"/> Demonstrates resistance to changes in the business and prefers to maintain the status quo.
<input type="checkbox"/> Solicits feedback on performance and establishes effective plan to address feedback.	<input type="checkbox"/> Solicits feedback on own performance.	<input type="checkbox"/> Does not solicit feedback on performance.

Creating a Development Plan for Leadership Behaviors

In order to improve your leadership behaviors, or to become more comfortable demonstrating them, it is critical that you create a development plan. A development plan helps you focus on the actions you need to take to meet your development goals, just as an action plan helps you accomplish a specific goal or complete a project.

Many of you are familiar with development plans through your participation in other development activities such as a 360-degree review, a selection or development center, or an individual assessment. These development activities helped you identify types of behaviors that you demonstrate effectively and those that you need to develop.

If you have a development plan that you are currently working on, you do not need to start over and create a new one. Rather, think about and discuss with your manager your strengths and development needs. Use the resources provided in this section to critique your development plan and to improve it.

A successful development plan has:

- Defined focus
- Explicit, reasonable steps
- Variety of activities
- Execution on the job
- Link to business need
- Options for overcoming barriers
- Personal accountability and support

The following steps will help you create your own development plan:

- Using the Leadership Behavior Model, identify the appropriate set of behaviors for your job level.
- Assess and prioritize strengths (choose 1-2) and areas for development (choose 1-2).
- Use the Development Plan Worksheet to create and record your development plan.
- Identify specific behavior change goals for leveraging strengths and developing needed skills.
- Create action steps to meet each stated change goal.
- Identify who/what is needed to meet goals.
- Share your plan with your supervisor and obtain his or her support.
- Request feedback from people who can observe the behaviors you are trying to change.
- Discuss your progress with your supervisor regularly; record progress on the Development Plan Worksheet.
- Try to implement something everyday.
- Reflect on your progress; revise your plan as needed and continue to develop!

Once you've created your development plan, ask yourself the following questions.

Does the plan include:

- Specific, reasonable, and concrete action steps?
- No more than three major areas of focus, including strengths to leverage?
- Commitment of both you and your supervisor?
- Activities that are divided into small, intermediate steps?
- On-the-job activities?
- A variety of types of activities?
- Involvement of others?
- Resources and support?
- Realistic target dates for completion of activities?
- Ways to acknowledge and reward successful completion?
- Focus on areas that present the greatest opportunities/obstacles for future growth?
- Linkage into your long range goals?
- Frequent progress reviews with the manager?

IDENTIFYING DEVELOPMENTAL ACTIVITIES

Development activities need to be tailored to your needs and learning style. For example, if you learn best by seeing something done rather than reading about it, the development plan should reflect that. The four basic types of developmental activities are listed below.

I. On the Job Activities (Most powerful and effective type)

A. On the job assignments

1. Improving a process or procedure that is inefficient or out of date
2. Starting something new (e.g., project, product, service)
3. Representing a manager at meetings or functions
4. Coaching someone who is weak in an area in which the individual excels
5. Leading/managing new projects
6. Making presentations
7. Taking on special assignments that are a challenge
8. Offering to follow up on items generated in meetings
9. Replacing those on vacation
10. Assuming task force committee membership or chairperson role

11. Serving as a back-up
12. Interviewing counterparts in other companies about their "best practices"
13. Rotating jobs and/or cross-training
14. Trading jobs with a peer

B. New Position

1. Involving horizontal or vertical growth
2. Gaining exposure to a new area to broaden skills
3. Gaining increased awareness of another area/function of the organization
4. Learning skills required for the future

C. Modeling Others

1. Watching them in action
2. Discussing what you observe with them
3. Asking them how they handle certain situations
4. Understanding how they make decisions
5. Asking them what lessons they have learned about being effective
6. Applying the ideas/lessons yourself
7. Discussing what you have applied and asking for additional ideas

D. Practicing skills

1. Identifying a skill or behavior that needs improvement
2. Trying out the behavior away from work in a similar situation
3. Practicing the behavior in the actual work situation

E. Receiving structured or informal feedback and coaching from manager, peers, customers, direct reports, etc.

II. Community and Professional Activities

- A. Chamber of Commerce committees
- B. Community fundraising
- C. Political action committees
- D. Community organization boards
- E. Professional organizations (local, regional, national)

III. Coursework

- A. In-house training courses
- B. Evening adult education
- C. Extension courses
- D. Summer courses
- E. Seminars
- F. Workshops and training courses
- G. Home study courses
- H. Audio/video tapes

IV. Reading

- A. Books
- B. Magazines
- C. Professional journals
- D. Newspapers

Development Plan Worksheet

Based on discussions with your supervisor and your own knowledge of your strengths and development needs, select two to four leadership behaviors you will develop over the next year. These should include at least one strength area to leverage and two or three areas to develop. Write a development plan identifying the specific behaviors you are targeting, the steps you will take, any support or involvement from other people, and the results you expect to see. Refer to the Resource Guide for additional help in creating your plan, including samples and development suggestions.

Commit For Results

Leadership Behavior development goals	Action Plan (include both on the job and other developmental activities)	Involvement of others or support needed	Demonstrated progress towards goals Impact of new behaviors

Sample Development Plan – Strengths

Leadership Behavior development goals:	Action Plan <i>(include both on the job and other developmental activities)</i>	Involvement of others or support needed	Demonstrated progress towards goals. Impact of new behaviors
Leverage existing strength in problem solving	<ul style="list-style-type: none"> • Offer assistance to others when solving tough problems. (ongoing, evaluate quarterly) • Volunteer to serve as mentor to others who find problem solving difficult. (by 2/1/97) • Volunteer to serve on task forces which require difficult and comprehensive problem solving. (by 3/1/97) • Solicit feedback on performance. (ongoing) 	<p>Entire NOD team</p> <p>Direct reports</p> <p>Manager</p> <p>Manager, peers, direct reports</p>	<p>Helped Joe M. on problem involving pumps; decision was made expediently.</p> <p>Mentoring Lisa – she is improving her problem analysis skills.</p> <p>Participated on task force; recommended replacement of valves ahead of schedule.</p> <p>Ongoing</p>
Involve others Promote teamwork among groups	<ul style="list-style-type: none"> • Conduct a debriefing with current teammembers to find if I've missed anyone necessary to the discussion on new safety standards. (by 2/1/97) • Keep a list based on findings of interested people to be involved in discussions. (by 2/8/97) • Develop and conduct study to determine teamwork issues among groups; feed back information to team. (by 7/15/97) 	<p>Current team members</p> <p>None</p> <p>HR Director, staff, supervisors</p>	<p>Asked everyone; determined who else wants to be involved.</p> <p>Used list to make sure everyone involved; had optimal representation on issue.</p> <p>Working with HR to develop study.</p>

Sample Development Plan – Development Needs

Commit For Results

Leadership Behavior development goals:	Action Plan <i>(include both on the job and other developmental activities)</i>	Involvement of others or support needed	Demonstrated progress towards goals Impact of new behaviors
<p>Manage conflict when it arises</p>	<ul style="list-style-type: none"> • When conflict arises, analyze the reasons for the other's position. (ongoing; evaluate quarterly) • List 3-5 reasons for the other's position. (ongoing) • Reflect on each reason prior to responding on the conflict issue. (ongoing) • Discuss conflict situations with manager; once handled, seek feedback from manager re: how successful it was. (2/1/97-5/1/97) 	<p>None</p> <p>None</p> <p>None</p> <p>Manager</p>	<p>Doing items 1-3 regularly; success has been mixed but I'm still working on it. Have been able to think about conflict from the others' perspective by identifying specific reasons for their position.</p> <p>Feedback from manager has been that I'm getting better at analyzing conflict and managing it.</p>
<p>Address difficult issues; stand firm when necessary</p>	<ul style="list-style-type: none"> • Say "NO" clearly and explain why. Assert position without tentative language. (ongoing; evaluate quarterly) • Identify teammates whose courage I admire and learn from them. (ongoing; evaluate quarterly) • When making a decision, evaluate alternatives, gain others' input, settle on course of action - then, communicate with all necessary background data for support. (ongoing; evaluate quarterly) 	<p>None</p> <p>Steve B.</p> <p>None</p>	<p>Did this with continued overtime requests from crew. Overtime was utilized only for critical work – saved 40 extra hours of OT.</p> <p>Working with Steve; he's coaching me every other week and says I've gotten better at asserting my position.</p> <p>Haven't done this yet. Too busy working on items 1 & 2.</p>

Career Planning Worksheet

Use this worksheet to record short- or long-term career goals and longer-term development activities. The shaded areas in the matrix below highlight the leadership behaviors that are important at each level of management. In thinking of your career goals and development, you may want to target leadership behaviors for levels you aspire to, in addition to the behaviors for your current level of responsibility.

	Executives	Managers	Department Heads and Supervisors	Individual Contributors
<hr/>				
Ensuring Alignment With Strategy				
Visionary Thinking				
Seasoned Judgment				
Business Acumen				
<hr/>				
Attracting & Developing Talent				
Leadership Courage				
Leading Change & Innovation				
Driving Execution				
Communicates With Impact				
<hr/>				
Problem Analysis & Decision Making				
Adaptability				
Coaches & Develops Others				
Directs Staff				
Building Relationships				
Involving & Empowering Others				
Challenging & Motivating Others				
<hr/>				
Demonstrates Technical Knowledge				
Self-Development				
Personal Drive				
Integrity & Trust				
Fosters Teamwork				
Safety Awareness				
Promotes Continuous Improvement				
<hr/>				

Career Planning Worksheet

Use the space below to list your short-term (1-3 year) career goals and your longer-term (3-5 year) career goals, development needed for these goals and/or development activities currently underway.

SHORT-TERM

Goal(s)	Development Needed	Progress to Date

LONG-TERM

Goal(s)	Development Needed	Progress to Date

Definitions of Performance Rating Categories

	Exceeds Results (1)	Achieves Results (2)	Marginal Results (3)
<p>Highly Effective Behaviors (A)</p>	<p>Outstanding These individuals are the highest performers and the future leaders. They should receive first priority in developmental assignments and experiences, and should be heavily considered for promotional opportunities. They should also be rewarded and recognized for their contribution to the organization.</p>	<p>Excellent This group demonstrates highly effective leadership behaviors and achieves agreed-upon results. The focus of these individuals should be to better focus their leadership skills on NOD's performance priorities of safety, production and cost.</p>	<p>Meets (temporary) This group of individuals has great leadership potential but is not achieving acceptable results. This group should take immediate action to remove the barriers that block their ability to achieve results. If immediate action is not taken, they will quickly drop into marginal or unsatisfactory categories due to their lack of performance.</p>
<p>Effective Behaviors (B)</p>	<p>Excellent In this group, individuals achieve above average results but need to develop their leadership skills to involve and engage the workforce. Without continued development of leadership skills, this group may have difficulty achieving results when standards are raised or as they move up the organization.</p>	<p>Meets These individuals demonstrate solid results achievement and leadership skills. However, they cannot remain stagnant and expect to continually perform at the same level. This group should be actively engaged in making consistent gains in results achievement and leadership.</p>	<p>Marginal Individuals in this group are not achieving needed results but demonstrate acceptable leadership behaviors. An accelerated performance improvement process will be put in place to encourage rapid improvement. Failure to improve may result in reassignment or outplacement.</p>
<p>Needs Development Behaviors (C)</p>	<p>Meets (temporary) This group of individuals attains solid results but does not demonstrate an acceptable level of leadership. Through a sustained effort to improve their leadership effectiveness, this group will likely attain more consistent and sustainable results. If individuals in this group do not aggressively seek development, they will slide into unacceptable levels of overall performance.</p>	<p>Marginal Individuals in this group are achieving results, but demonstrate ineffective leadership skills. An accelerated performance improvement process will be put in place to encourage rapid improvement. Failure to improve leadership behaviors may result in reassignment or outplacement.</p>	<p>Unsatisfactory This group needs dramatic improvement in both results achievement and leadership behavior demonstration. Individuals in this group may need immediate reassignment or outplacement to a position better matched to their skills.</p>

Interim Review - Sample Agenda

This agenda is useful as a guide for conducting on-going progress review meetings throughout the year.

Key Objectives	To review progress against performance commitments and development plan
Desired Outcomes	Agreed progress to date Modification/elimination of existing commitments (as appropriate) Identification of any new or re-prioritized commitments
Pework	Review Commitment Form and any previous Commitment Update worksheets Develop a list of issues/concerns that may require the Commitment Form to be revised Consider any feedback you may want to provide
Participants	Supervisor and Individual
Duration	0.5 - 1 hour

INTERIM REVIEW - SAMPLE AGENDA

STEP	DURATION*	TOOL/TECHNIQUE**	OUTPUT
Review purpose, objectives and agenda of meeting	5 minutes	Sample Agenda	Understanding of meeting purpose and time frames
Discuss any circumstances that may cause the Commitment Form to be revised	0-5 min.	Prework	Shared view of circumstances that may impact on individual's ability to perform
Discuss progress to date, including level and quality of supervisor support	10-20 min.	Prework Development Plan	Understanding of employee progress to date, successes, obstacles and constraints
Identify any commitments that have been completed, or appear to have less relevance	5-10 min.	Commitment Form Commitment Update Form	Record and celebrate completed commitments Delete any commitments that are no longer a priority
Identify any commitments partially completed and future progress expected	5-10 min.	Commitment Form Commitment Update Form	Updated Commitment Form and/or Project Action Plans
Identify any new commitments, prioritize and discuss authority and support requirements	5-10 min.	Project Action Plans	Agreed set of commitments, support and authority requirements
Summarize, agree on Next Steps (including date of next progress review) and close	5 min.	Commitment Form	Updated Commitment Form and Action Plans Agreed upon next steps

*Suggested Timing Only

**To be used on as-needed basis

Final Performance Review - Sample Agenda

This agenda is useful as a guide for the year end performance review meeting.

Key Objectives	To review progress against performance commitments and overall accomplishments
Desired Outcomes	Documented and agreed performance levels Recognition of accomplishments Documented and agreed leadership behavior levels and opportunities for improvement Agreed on commitments and development objective(s) that should continue into upcoming year
Prework	Supervisor and individual each assess employee's performance, reviewing the Management Commitment Form and any feedback/performance documentation
Participants	Supervisor and Individual
Duration	1.5 - 2 hours

FINAL PERFORMANCE REVIEW - SAMPLE AGENDA

STEP	DURATION*	TOOL/TECHNIQUE**	OUTPUT
Review purpose, objectives and agenda of meeting	5 minutes	Agenda	Understanding of meeting purpose and time frames
Review performance during year against commitments	40 min.	Pework Interim Review Notes STAR's	Identification of commitments met / recognition of successes Discussion of shortfalls, and how these should be addressed
Review demonstration of leadership behaviors	30 min.	Pework	Understanding of performance against leadership behavior standards and specifics for improvement
Discuss attainment of development objective and implementation of development plan***	10 min.	Pework	Understanding of performance against development plan
Discuss key circumstances impacting the achievement of commitments	10 min.	Pework	Mutual understanding of any environment, support or resource factors affecting performance
Inform individual of overall assessment of performance. Discuss consequences associated with this level of performance	20 min.	Management Commitment Form	Documented overall assessment of performance Document consequences
Identify the commitments / objectives that will require continuous focus and attention during the following year	5 min.	Management Commitment Form	Agreement on the commitments and objectives that will need to be included in the new Management Commitment Form
Review and sign Management Commitment Form	5 min.	Updated Management Commitment Form	Completed Management Commitment Form Supervisor forwarded Management Commitment Form to his/her supervisor for signature Supervisor and employee each retain a copy Copy of Assessment Matrix is forwarded to HR for compensation review process

*Suggested Timing Only

**To be used on as-needed basis

***May need to be handled at a separate meeting when the focus is not on ratings