






Scientist Core Competency Cluster Overview

| Competency Cluster | Competencies |
|---|---|
|  Maintaining Scientific Expertise | <ul style="list-style-type: none">▪ Applies Technical Expertise to Tasks▪ Professional Development |
|  Applying Science for California's Benefit and Protection | <ul style="list-style-type: none">▪ Analytical Thinking▪ Decision Making▪ Diagnostic Information Gathering▪ Forward Thinking▪ Planning and Organizing |
|  Displaying Personal and Professional Credibility | <ul style="list-style-type: none">▪ Ethics and Integrity▪ Initiative▪ Personal Credibility▪ Stress Management▪ Thoroughness |
|  Conveying Scientific Information | <ul style="list-style-type: none">▪ Communication – Oral▪ Communication – Written |
|  Building Collaborative Working Relationships | <ul style="list-style-type: none">▪ Flexibility▪ Interpersonal Skills▪ Teamwork |

HR Modernization Scientist Rank and File General Competency Model



Maintaining Scientific Expertise

Competency: Applies Technical Expertise to Tasks

Definition: Ability to use technical expertise in the performance of one's job; including the acceptance and integration of new knowledge, technology, and scientific methods.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|--|---|---|--|
| Applies technical knowledge to analyze a range of problems | Applies technical knowledge to solve least complex problems; learns new techniques through mentoring, training and education. | Applies technical expertise independently to solve problems of average to moderate difficulty; continues developing skills and knowledge. | Applies technical expertise independently on the most complex problems; serves as expert witness or consultant; learns and applies new techniques. |
| Possesses an in-depth knowledge and skill in a technical area | Uses technical knowledge and scientific methods with assistance. | Has knowledge of and uses complex technical expertise and scientific methods. | Applies technical expertise and scientific methods to solve the most complex and technically difficult problems; mentors/trains others in uses. |
| Investigates problems and causes | Demonstrates knowledge of approaches and applies technical knowledge to solve least complex problems. | Develops technical solutions or adapts existing procedures to solve problems of moderate complexity. | Develops technical solutions to new and/or highly complicated problems that cannot be solved using existing methods and approaches. |
| Provides expertise and/or recommendations in one's technical area | Responds to questions and/or resolves problems of low complexity. | May serve in lead capacity to respond to and/or resolve questions or problems of intermediate complexity. | Responds to the most complex inquiries and problems; may serve as expert witness and/or consultant; may provide leadership and training to others. |
| Keeps informed about cutting-edge technology (C.E.T.) | Is familiar with C.E.T. in own technical area; keeps current and knowledgeable about changes in field. | Is aware of and works independently with C.E.T.; if C.E.T. is available, and if in lead role, trains team. | May lead training and implementation of C.E.T. related to field of expertise; is familiar and stays current with available C.E.T. |



HR Modernization Scientist Rank and File General Competency Model



Maintaining Scientific Expertise

Competency: Professional Development

Definition: Ability and desire to acquire and apply new knowledge and skills for work.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|--|---|--|---|
| Masters new scientific technical, organizational concepts and information; maintains scientific curiosity | Focuses on learning opportunities to improve technical knowledge; with guidance, gains awareness and understanding of new concepts and information. Asks questions to learn and collaborates with more experienced colleagues for better understanding of issues. | Demonstrates on-going scientific curiosity; pursues broader, more in-depth specific knowledge; performs independent research; conveys and presents scientific information. | Solicits projects and opportunities to expand knowledge; independently masters new and original concepts/information and transfers knowledge to others; displays breadth and depth of technical expertise; viewed as an expert based on personal scientific reputation; influences science policy; may author papers. |
| Pursues self-development on a continuous basis to build on strengths and address weaknesses | Improves job performance through guidance, feedback and self-assessment. | Conducts self-assessment and develops knowledge and skills needed for professional growth; is aware of resources for training and development. | Participates in conferences, internal and external task forces and professional associations; gains organizational awareness and policy knowledge; if in a lead role, provides guidance to assist team members and/or colleagues develop. |
| Seeks feedback from others and is receptive to new ideas and perspectives | Values and respects alternate viewpoints and diversity of opinions and approaches; seeks clarification / information on assignments from others with more experience; asks for, screens and incorporates feedback. | Seeks opinions and information from wide range of colleagues, both internal and external to organization: screens and incorporates feedback received. | Fosters an environment where diversity of opinions is valued and respected; evaluates new ideas against current and future policy. |



HR Modernization Scientist Rank and File General Competency Model



Applying Science for California's Benefit and Protection

Competency: Analytical Thinking

Definition: Ability to investigate a problem using a logical, systematic and sequential approach.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
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| Makes systematic comparison of two or more alternatives | Seeks and recognizes the need for an explanation and what alternatives can be included. | Knows of available alternatives; identifies and makes comparisons and recommends appropriate alternative(s) for area of work. | Demonstrates full awareness of new and historical alternatives available for area of work and identifies alternatives that fall outside of the norm. |
| Makes connections and identifies patterns among systems and data | Makes connections and identifies patterns when given systems and data. | Has working knowledge of the system and data; makes connections and identifies patterns. | Develops reviews, modifies, and improves new and/or existing data systems. |
| Notices discrepancies and inconsistencies in available information | Identifies discrepancies and inconsistencies in information with general instruction and training. | Seeks out data and searches for information in order to identify discrepancies and inconsistencies in information; demonstrates critical and independent thinking. | Determines root and proximate causes of inconsistencies and prioritizes recommendations for action required; analyzes and questions information in a broad or highly specialized area of work, based on wide range of knowledge and experience. |
| Identifies set of features, parameters or considerations to take into account in analyzing a situation or making a decision | Identifies and breaks down specific features and parameters of issues requiring analysis. | Knows of and identifies various features and parameters to be considered. | Demonstrates knowledge of all features, parameter considerations, and possible alternatives; proactively identifies and documents underlying issues. |



HR Modernization Scientist Rank and File General Competency Model



Applying Science for California's Benefit and Protection

Competency: Analytical Thinking (Continued)

Definition: Ability to investigate a problem using a logical, systematic and sequential approach.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|--|--|--|
| Approaches and investigates complex¹ tasks/problems by breaking them into component parts and considers each part in detail | Is able to identify and break down less complex tasks/problems into their component parts. | Identifies component parts and considers each part in detail; uses experience to address more complex tasks or problems. | Identifies each component detail and has knowledge and experience to analyze the most complex tasks or problems. |
| Identifies many possible causes for a problem | Understands how to identify possible causes, drawing from educational background. | Understands possible causes for a problem, based on education, historical knowledge and experience. | Understands causes for a problem and is able to identify new possible causes as technology and knowledge advance; is able to identify root and proximate causes. |
| Weighs and identifies priorities | Weighs priorities with guidance and review from supervisor/lead. | Identifies and weighs priorities and uses program experience to provide perspective. | Demonstrates consistent ability to identify and weigh priorities; draws on extensive program or highly specialized technical knowledge, big picture view, and historical/ institutional knowledge when weighing priorities; shows awareness of policy issues related to scientific fields of expertise and understands how work might be affected by issues. |

¹Complex: Covers the nature, number, variety, and intricacy of steps, processes, or methods in the work performed. Includes the difficulty in identifying what needs to be done, which encompasses the independence and originality of the analysis process and conclusions drawn. Additionally, it refers to the breadth of organizational, policy and project/program impact. This also includes the effect on the scientific mission and goals of the organization, its customers, the public and on media sensitivity.



HR Modernization Scientist Rank and File General Competency Model



Applying Science for California's Benefit and Protection

Competency: Analytical Thinking (Continued)

Definition: Ability to investigate a problem using a logical, systematic and sequential approach.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|--|---|--|
| Recognizes key actions and underlying issues | Utilizes resource information; notes key actions and underlying issues. | Performs analysis to identify and recommend key actions within the program and/or organization. | Performs and/or reviews analyses to identify, recommend, and decide upon key actions involving multiple organizations and/or programs. Serves as resource in field of expertise. |



HR Modernization Scientist Rank and File General Competency Model



Applying Science for California's Benefit and Protection

Competency: Decision Making

Definition: Ability to make recommendations to solve problems involving varied levels of complexity, ambiguity and risk.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
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| Makes critical and timely decisions | Makes routine and timely decisions according to established guidelines (including standard operating procedures) and scientific principles. | Makes timely decisions in complex scientific situations; is proficient at using resources to assure that decisions are consistent with established policies and procedures and standards of professional practice. | Makes critical decisions in difficult or ambiguous situations concerning scientific and/or policy issues. Draws on experiences to assure decisions are consistent with established policies and procedures and standards of professional practice; makes decisions which result in consistent outcomes for similar situations as appropriate. |
| Actively leads a group | Contributes effectively to scientific discussions in group decision making. | Leads groups in routine decision making; makes recommendations. | Actively leads a group when it is necessary to facilitate change, overcome an impasse, face complex issues, or ensure that decisions are made. |
| Evaluates data, considers alternatives, and makes recommendations | Assembles data in support of decision making. | Directs and coordinates data collection for making recommendations; performs evaluation and makes recommendations based on results. | Keeps abreast of organizational policies and priorities, and of external factors that may impact policies, priorities, and highly specialized field of expertise; considers all relevant, available information from sources within and outside the organization, and integrates this information into the decision making process; adjusts recommendations based on new scientific data. |



HR Modernization Scientist Rank and File General Competency Model



Applying Science for California's Benefit and Protection

Competency: Decision Making (Continued)

Definition: Ability to make recommendations to solve problems involving varied levels of complexity, ambiguity and risk.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|---|--|---|
| Initiates and develops Standard Operating Procedures (SOPs) regarding scientific decision making processes | Follows SOPs, laws, regulations, and guidelines in making recommendations related to policies, safety documents, internal and external documents. | Confirms and validates SOPs regarding making recommendations related to policies, safety documents, internal and external documents. | Initiates and develops SOPs regarding scientific decision making processes and recommendations related to policies, safety documents, or internal and external documents. |
| Defines framework of decisions to be made within own sphere of influence | Assists in defining the framework for decisions; makes recommendations regarding own projects and discusses with supervisor/ lead. | Defines framework of decisions to be made regarding own projects; if in a lead role, guides team in making recommendations. | Defines framework of decisions regarding complex projects; if in a lead role, uses experience to illustrate risks, liabilities and opportunities to be considered in defining parameters. |
| Develops alternatives, proposes solutions and prepares analysis | Gathers information and data for proposals. | Understands policy, program and legal content of organizational decisions; analyzes information, proposes recommendations. | Proposes policy, program, statutory and regulatory solutions; prepares legislative analysis based upon scientific perspective. |



HR Modernization Scientist Rank and File General Competency Model



Applying Science for California's Benefit and Protection

Competency: Diagnostic Information Gathering

Definition: Ability to collect information to analyze and recommend solutions for a scientific problem.

| Behavioral Indicators Build on the previous | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|--|---|---|
| Identifies specific information needed to clarify a situation or make a decision | Knows basic resources available and researches specific topics; analyzes information and provides options/ initial recommendations for decision making. | Knows available resources; conducts research to conclude or provide clarity to a situation; provides recommendations. | Conducts and/or reviews research that has organizational or statewide sensitivity, policy impact or broad societal/economic consequences; prepares findings; develops recommendations for management that are supported by sound technical rationale. |
| Gathers information | Gathers and uses information from identified sources to obtain complete and accurate information. | Is thoroughly familiar with the available data sources for their field(s) of expertise. Researches and identifies additional sources of information for difficult/complex studies. | Has broad and/or detailed knowledge of sources; in the absence of specific instructions, procedures, and policies, uses considerable judgment in researching problems and developing new solutions and methods. |
| Probes skillfully to get the facts when others are reluctant to provide full, detailed information | Communicates professionally when requesting information; asks for information on whom to contact; determines whether information required has been obtained. | Identifies sources and communicates professionally in order to gain information from sources; conducts follow-up with contacts if necessary. Recognizes evasive behavior and logical fallacies and is familiar with techniques to overcome these obstacles. | Explains specific need for information, including situations involving significant or controversial issues; negotiates and persuades others to provide sensitive information; uses techniques to overcome evasive behavior. |



HR Modernization Scientist Rank and File General Competency Model



Applying Science for California's Benefit and Protection

Competency: Diagnostic Information Gathering (Continued)

Definition: Ability to collect information to analyze and recommend solutions for a scientific problem.

| Behavioral Indicators Build on the previous | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
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| Develops and asks questions to assess information and investigate problems | With guidance, develops questions to investigate problems and seek clarification of the issues from others; develops follow-up questions. | Has knowledge of situation and independently formulates questions; evaluates responses; looks outside situation to analyze and determine potential impact of additional variables; clarifies situations when needed. | Assesses a broad range of difficult and sensitive information and asks pertinent questions; prepares findings and recommendations suggesting potential project modifications. If in a lead role, assists team members to assess and develop questions needed to investigate problem(s). |
| Seeks the perspectives of everyone involved in a situation to obtain information or clarify a problem | Listens and understands basic terms and concepts when questioning colleagues regarding their perspectives; asks questions to gain information or clarify a problem. | Understands terms and concepts when participating in discussion, can support own perspective when questioned; knows appropriate resources and/or contacts for gaining information. Can understand perspectives of colleagues of other technical professionals. | Drives situations to seek perspectives of everyone involved directly or indirectly to obtain the best resolution. Is able to synthesize the perspectives of multiple technical professionals to build a coherent collection of information or understanding of a problem. |



HR Modernization Scientist Rank and File General Competency Model



Applying Science for California's Benefit and Protection

Competency: Forward Thinking

Definition: Ability to anticipate the implications and consequences of situations and take appropriate action to be prepared for possible contingencies.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
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| Anticipates possible issues and develops contingency plans in advance | Has basic understanding of organization and policies and how they are interconnected; anticipates and identifies potential problems and related solutions. | Gathers data and conducts contingency planning; recommends alternatives to management. | Provides consultation to management regarding policy impact; implements and monitors contingency plans; may lead contingency planning efforts. |
| Notices trends and develops recommended actions | Under direction, conducts trend analysis; makes suggestions for plans. | Is aware of external trends that may influence or create opportunities and/or problems; identifies trends and anomalies, recognizes significant impacts and develops plans for management. | Uses trend information and investigates, determines and recommends action to influence management; recommends and supports future work/direction, can articulate the benefits of future work; understands how methods/plans must change in light of internal and external trends and influences; incorporate data into strategic planning efforts. |
| Responds to situations to mitigate adverse consequences | Notices potential adverse consequences and notifies management. | Evaluates situations and initiates solutions and/or refers to management. | Provides recommendations and/or makes decisions to mitigate adverse consequences. |
| Applies information in work reports and research documents | Demonstrates initiative by reading reports and research, asking questions, and/or making suggestions about their application to work. | Seeks out and reviews research and information; develops proposals for applying findings to work. | Validates and uses research results to make recommendations to influence strategy and policy. |



HR Modernization Scientist Rank and File General Competency Model



Applying Science for California's Benefit and Protection

Competency: Planning and Organizing

Definition: Ability to anticipate, plan and organize events, programs and resources; ability to track, document and evaluate progress toward goals.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|--|--|--|
| Plans and organizes events, projects and work products | Under supervision, assists with planning for primary work activities; creates logical sequence of tasks to accomplish projects; communicates with supervisor to clarify project goals. | Anticipates, prepares and identifies resources required for upcoming events and/ or projects; understands and uses project management principles; identifies and anticipates risks; develops contingency plans and feasible alternatives; communicates and clarifies project goals. May provide input to budget change proposals, feasibility studies, and legislative analysis related to field of expertise. | Identifies and prioritizes resources for critical events/work activities to achieve required results; breaks down project outcome or program elements into manageable, sequential and achievable tasks and timeframes; adjusts personal or project workflow as needed; develops recommendations for strategic planning; provides recommendations for systemic improvements to organizational structure, procedures and technology. |
| Manages own priorities, workload and time to meet organizational deadlines and goals | Consults with supervisor to prioritize multiple projects/ assignments and clarify timelines to meet the unit's objectives; balances workload; understands and accepts unanticipated schedule and timeline changes; completes assignments and meets deadlines/goals in a timely manner. | Independently prioritizes own work assignments to meet the unit's objectives; makes proactive recommendations to supervisor to determine and/or adjust priorities and timelines; balances competing on-going operational and project work assignments; understands and plans for program interdependencies. | Prioritizes multiple project work assignments and sets timelines in alignment with strategic organizational objectives; is willing to accept and manage additional responsibility beyond regular workload; as a project lead, prepares work plans, delegates, monitors, and adjusts team workload, resources and timelines as needed. |



HR Modernization Scientist Rank and File General Competency Model



Applying Science for California's Benefit and Protection

Competency: Planning and Organizing (Continued)

Definition: Ability to anticipate, plan and organize events, programs and resources; ability to track, document and evaluate progress toward goals.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|--|--|--|
| Provides/develops appropriate documentation to track tasks and evaluate the project and/or event | Provides supporting documentation for projects and work products; learns and follows organizational documentation protocols; identifies project records, data sets and other documents for archiving. | Develops and/or utilizes methods for documenting and tracking progress of tasks and projects; independently prepares documentation to evaluate the end-result of the project; organizes and archives project records, data sets and other documents. | Develops protocols and documentation to track progress of critical and/or multiple projects; recommends governance standards for efficient information archiving; promotes consistency and compliance with standard operating procedures while mentoring others. Prepares post-project analysis for successes and lessons learned. |
| Maintains commitment to goals in the face of obstacles and frustrations | Is aware of project goals and potential obstacles; maintains positive attitude in the face of opposition; recognizes and understands when workflow needs to be adjusted; recognizes roadblocks and seeks assistance; follows directions. | Stays focused on achieving project outcomes among conflicting priorities while being flexible and adaptable; keeps the end goal in sight; provides solutions to obstacles. | Stays focused on achieving outcomes among multiple projects and conflicting priorities; anticipates and provides creative solutions to unyielding problems and obstacles; continues to promote the mission and goals of the organization during periods of change and transition. |



HR Modernization Scientist Rank and File General Competency Model



Applying Science for California's Benefit and Protection

Competency: Planning and Organizing (Continued)

Definition: Ability to anticipate, plan and organize events, programs and resources; ability to track, document and evaluate progress toward goals.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|--|---|---|---|
| Measures project success against scientific work, study and goals | Understands the importance of scientific discovery as well as the goals of projects; assists in establishing measures of success; monitors and documents metrics. | Helps define project success; develops performance metrics; monitors and evaluates project results; conducts post project evaluation to determine lessons learned and document best practices; documents scientific discoveries and work; reports findings to appropriate entities. | Accomplishes project goals with stakeholders' input; prepares and adjusts for issues that may impede progress; organizes post-project analysis; ensures that scientific discoveries and work are monitored and documented; recommends follow-up course of action; may oversee or assess consultants'/ vendors' work performance; may facilitate interagency collaboration while successfully negotiating the organization's position. |



HR Modernization Scientist Rank and File General Competency Model



Displaying Personal and Professional Credibility

Competency: Ethics and Integrity

Definition: Ability to operate in an ethical and trustworthy manner and build relationships based on personal and professional respect.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|--|---|---|
| Treats others fairly and with respect | Treats all co-workers and supervisors with fairness, honesty and respect; learns positive organizational behavioral norms. | Treats internal and external stakeholders with respect; understands and practices positive organizational norms. | Provides leadership role to promote expectations; leads by example. Is approachable, supportive, and willing to listen. |
| Takes responsibility for own work including problems and issues | Takes responsibility for own work, including problems and issues; keeps supervisor informed. | Assumes responsibility for own work and informs supervisor of any problems and issues with possible solutions and consequences. | Assumes responsibility for own work; informs management of problems/issues and their risks and consequences; develops potential alternative solutions to problems/issues. |
| Uses applicable professional standards and established procedures and policies when taking action and making recommendations | Learns and applies professional standards, established procedures and policies. | Applies professional standards, established procedures and policies when taking action /making recommendations. | Fosters professional standards; establishes procedures and policies to take appropriate action and make ethical recommendations and decisions. |
| Identifies ethical dilemmas and conflicts of interest and takes action to avoid and prevent them | Understands personal ethical behavior and follows ethical expectations of the organization; avoids personal and professional ethical conflicts; brings ethical dilemmas to attention of supervisor/lead. | Knows organizational ethics and conflict of interest policies; leads by example; identifies ethical issues and potential conflicts. | Understands and promotes ethical standards and policies; is a role model to others on personal and professional ethics; assists management to resolve dilemmas and conflicts of interest. Helps internal and/or external stakeholders identify and understand ethical and conflict of interest issues and situations. |



HR Modernization Scientist Rank and File General Competency Model



Displaying Personal and Professional Credibility

Competency: Ethics and Integrity (Continued)

Definition: Ability to operate in an ethical and trustworthy manner and build relationships based on personal and professional respect.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|--|---|---|
| Anticipates and prevents breaches in confidence and security | Identifies and understands situations when confidentiality and/or security are an issue and raises these with supervisor/lead. | Routinely identifies and resolves sensitive situations when confidentiality and/or security are an issue. | Uses in-depth knowledge of policies and procedures to identify and develop recommendations for emerging confidentiality and/or security issues. |
| Practices honesty and objectivity in scientific work | Applies scientific methods and reports results honestly and objectively; identifies and credits data sources. | Applies more advanced techniques to ensure scientific objectivity. | Conducts internal reviews of scientific work. Recommends processes and policies to maintain scientific integrity. |



HR Modernization Scientist Rank and File General Competency Model



Displaying Personal and Professional Credibility

Competency: Initiative

Definition: Ability to identify and deal with issues proactively and persistently; seize opportunities that arise.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|--|---|---|--|
| Identifies what needs to be done and takes action before being asked or required | Offers project specific suggestions or comments; provides fresh ideas or new perspectives; seeks clarification of project details; seeks opportunities to improve skills and knowledge; seeks involvement in a variety of projects. | Initiates evaluation and synthesis of current projects; independently develops new hypotheses to test including issue and concept papers; anticipates program related policy and regulatory issues faced by management. | Conducts and evaluates studies that are complex and have statewide sensitivity and impact; uses advanced research design and methodology; makes original independent decisions; recommends policy; identifies emerging issues; provides evaluations and scientific recommendations as a scientific expert. |
| Seeks out others involved in a situation to learn their perspectives and/or offer suggestions | Consults with team members for advice and information; researches published literature on task specific methodology; attends seminars and makes initial networking contacts. | Seeks and offers constructive suggestions on projects; researches published literature on a whole project; makes project specific presentations to professionals and others involved; seeks feedback and peer review of projects. | Seeks and provides expert feedback for scientific reviews of documents/ publications; interacts with internal and external stakeholders at the highest level when sensitive situations arise. |
| Takes independent action to change the direction of events | Proposes improvement in project components and actively seeks out relevant project information; strives for high(er) standards; demonstrates flexibility in project activities. | Proposes improvements in other projects; gives viable alternate opinions; offers suggestions to others to help solve their project problems; demonstrates initiative and foresees potential risks and plans accordingly; provides fully developed proposals for project improvements. | Proposes creative scientific approaches at organizational, statewide, or national level; implements fully developed proposals to improve project. Recognizes and creates circumstances that promote action/ change; champions change. |



HR Modernization Scientist Rank and File General Competency Model



Displaying Personal and Professional Credibility

Competency: Initiative (Continued)

Definition: Ability to identify and deal with issues proactively and persistently; seize opportunities that arise.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|--|--|---|
| Seeks out new information | Synthesizes literature from readily available information; consults with co-workers and supervisor for information. | Develops network of peers within and outside organization. | Is a subject matter expert; exchanges information with other known leaders in the field; provides opportunities to transfer knowledge to others. |
| Takes risks that accomplish goals and expand the scope of the organization's mission | Develops suggestions and promotes ideas that advance the scope of a project; takes risks with supervisor/ lead guidance. | Recommends ideas and actions within the organization that expand the scope of its mission; recommends action that modifies project goals and objectives; suggests taking intelligent risks that help the organization meet its goals and objectives. | Encourages environment where ideas and intelligent risks are promoted; proposes ways that the organization can expand scope of its mission and meet goals and objectives. |



HR Modernization Scientist Rank and File General Competency Model



Displaying Personal and Professional Credibility

Competency: Personal Credibility

Definition: Ability to perform work in a responsible, reliable, and trustworthy manner.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|---|--|---|
| Takes responsibility and does not blame others | Acknowledges the scientific viewpoints of others; considers, evaluates, and integrates input, when appropriate; takes responsibility for own performance and accepts constructive feedback; assumes ownership for personal mistakes, dealing positively with consequences; seeks guidance when necessary. | Fosters constructive scientific collaboration and dialogue among colleagues; if in a lead role, gives constructive feedback to others in a positive developmental way. | Fosters ability to take responsibility for own performance and performance of others, if in a team lead role; exhibits and teaches others constructive conflict resolution skills. |
| Conveys a command of relevant information | Has command of foundational scientific principles; asks questions to gain knowledge; understands limits of knowledge; follows standard procedures; conveys information to lead and colleagues. | Is familiar with many sources of information within field of scientific expertise; anticipates and readily answers questions; accurately conveys information to management and public. | Interprets, develops and presents scientifically-based recommendations; integrates information, writes protocols and standard operating procedures; anticipates and readily answers a range of diverse questions; explains complex scientific information to management and stakeholders in clear, concise terms. |
| Carries workload | Completes tasks/projects; meets due dates; follows through on commitments; seeks additional tasks when assignments are complete. | Completes assignments independently; offers assistance to others when needed; willingly takes on additional work mandates required to complete project objectives. | Takes responsibility for program/project deliverables that are sensitive and/or have broad policy and/or regulatory impact; independently or as team lead coordinates and prioritizes multiple conflicting work assignments impacting the goals and objectives of the organization. |



HR Modernization Scientist Rank and File General Competency Model



Displaying Personal and Professional Credibility

Competency: Personal Credibility (Continued)

Definition: Ability to perform work in a responsible, reliable, and trustworthy manner.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|---|--|---|
| Gives recognition to others | Seeks and encourages recognition for others; expresses appreciation to others for information, assistance or support. | Gives recognition and motivates others using positive re-enforcement. | Recommends employee/ team commendations and/or awards; if in a lead role, advocates for developmental opportunities for others; creates innovative methods and opportunities to recognize others. |



HR Modernization Scientist Rank and File General Competency Model



Displaying Personal and Professional Credibility

Competency: Stress Management

Definition: Ability to function professionally under pressure and maintain self control.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|--|---|---|
| Acknowledges and validates causes of stress | Is familiar with and acknowledges causes of stress; practices simple stress management techniques. | Understands situations and triggers that may cause stress; works to decrease and manage negative responses; seeks additional training/information. | Fosters effective stress management; consistently monitors and tries to mitigate stress within team structure. |
| Controls response to criticism | Remains professional when receiving criticism; keeps situations in perspective; continues to work toward goals; knows when to seek perspective/coaching of others. | Responds professionally to criticism; asks questions to focus on core issues; uses tact to diffuse situations. | Teaches and influences others to respond professionally in high stress situations. |
| Manages behavior professionally in times of stress | Recognizes stressful situations; maintains composure and a professional attitude under workplace duress; addresses potential misunderstandings; determines when it is better to step away when provoked; tries not to personalize circumstances; practices stress management techniques. | Stays focused; knows how to respond so a situation does not escalate; helps others work towards constructive outcomes; is aware of own behavior and how others may be impacted. | Plans and adequately prepares prior to stressful critical events; recognizes, manages, and, if possible, avoids potential stressors; takes responsibility to reduce workplace distractions; maintains flexibility during change; models positive responses to others. |



HR Modernization Scientist Rank and File General Competency Model



Displaying Personal and Professional Credibility

Competency: Thoroughness

Definition: Ability to ensure that information and work products are complete and accurate.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|--|--|---|
| Sets up procedures to ensure and monitor for high quality | Learns and follows established processes and procedures that ensure high quality work. | Develops work processes and procedures to ensure high quality. | Monitors overall quality of team's work; fosters high standards and expectations. |
| Acts to verify information | Collects and records raw scientific data and verifies accuracy. | Collects, records and evaluates scientific data and information; identifies and develops appropriate methods to verify work. | Evaluates highly complex multi-variable data; ensures scientific validity of highly complex or sensitive data and information. |
| Prepares for meetings and presentations | Develops presentations on routine scientific work for meetings with colleagues. | Develops presentations on moderately complex scientific work for meetings with other scientists and professionals, management and the public. | Develops presentations on highly complex work for meetings with professionals, management, the public, and the legislature; peer reviews quality of preparation by others. |
| Organizes information for ease of retrieval, back-up and portability | Learns and follows established procedures for archiving, filing and storing data and work materials. | Collaborates on the design of data storage systems for retaining work materials for scientific projects; recommends standards for retrievability, back-up and portability. | Collaborates on the design of data storage systems for retaining work materials for highly complex and/or sensitive scientific projects/ programs; ensures uniformity and adherence to established standards. |



HR Modernization Scientist Rank and File General Competency Model



Conveying Scientific Information

Competency: Communication - Oral

Definition: Ability to listen to others and communicate in an effective manner.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|---|---|---|
| Listens effectively | Asks questions to gain better understanding; listens to learn and understand material and other points of view. | Listens in order to understand other perspectives; encourages and welcomes information and recommendations from co-workers, management and stakeholders. | Builds and facilitates open and respectful atmosphere to seek and discuss alternate points of view; asks follow-up and probing questions; reads non-verbal cues; listens attentively, and provides necessary time for discussion. |
| Informs others about development and plans | Provides informational updates in a timely manner and seeks consultation with management to ensure thorough involvement of relevant participants; recognizes methods of involving others in projects. | Initiates communication and makes determination (with guidance) to involve others in a project or effort. Documents and readily shares and reviews the list of stakeholders with a variety of perspectives; periodically evaluates methods of delivering information. | Determines involvement of stakeholders; makes thorough and comprehensive evaluations of methods of delivering information on a project; develops options based on the review of project. Selects the best media or option to be most effective in involving others. |
| Keeps manager, co-workers and stakeholders informed | Has a clear understanding of reporting hierarchy and seeks direction, advice, or clarification readily; confirms understanding of information. | Regularly informs management of progress; works with management to clarify and solve problems; provides solutions and recommendations. Places information in context for co-workers and stakeholders; solicits questions and concerns; monitors responses, and asks for expected information. | Provides clear and concise communication; works through problems before reporting; reports major milestones; provides solutions and recommendations; anticipates availability of information. If in a lead role interprets data and distributes information to team members; solicits questions and concerns. |



HR Modernization Scientist Rank and File General Competency Model



Conveying Scientific Information

Competency: Communication – Oral (Continued)

Definition: Ability to listen to others and communicate in an effective manner.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|---|---|---|
| Shares ideas | Shares information and ideas in a timely way, so supervisor/lead can take effective and/or corrective action. Confirms receiving and understanding information. | Encourages sharing ideas and creates opportunities for doing so; shares information laterally. | Creates an environment where ideas are shared and evaluated; develops information and provides context; coordinates the development of information/message; assures conformity with policy. |
| Gives and receives feedback | Gives and receives comments to facilitate coordination among staff; receives feedback openly and professionally. | Reviews and comments on more complex work; makes recommendations on projects; provides feedback that facilitates learning and growth; solicits and incorporates feedback. | Fosters an environment that encourages open communication; gives and solicits feedback that contributes to professional growth; initiates and coordinates feedback on the most complex, controversial or highly sensitive work. |
| Ensures regular and consistent communication within area of responsibility | Maintains regular, routine communication with supervisor and others on day-to-day work products. | Initiates communication with others and coordinates with supervisor as necessary on key or sensitive issues; coordinates a variety of communication methods to convey scientific information. | Provides recommendations and guidance to management on difficult and controversial matters; Acts as subject matter and technical expert regarding policy, program, legal, legislative and/or regulatory communications. |
| Gives presentations | Organizes and expresses ideas clearly; follows organizational protocol when applicable. | Presents information in a variety of settings; tailors materials to appropriate audience; develops presentations for public and when necessary, collaborates with public relations staff. | Coordinates and presents the most complex and technically difficult scientific information to all levels of audiences. May provide expert testimony before boards, the legislature and in court. |



HR Modernization Scientist Rank and File General Competency Model



Conveying Scientific Information

Competency: Communication – Written

Definition: Ability to express oneself clearly and professionally in business and technical writing; to communicate ideas, thoughts, facts in writing.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|--|---|--|--|
| Expresses ideas clearly and concisely in writing, using an appropriate business writing style | Writes in a clear and organized manner; writes about fundamental scientific concepts and reasoning using concrete, specific language; creates outline of context with guidance; develops content of written material. | Writes findings in a technically correct manner for varying audiences; develops content independently or with guidance on degree/ logic/ intensity of persuasive content; may write editorial reviews of technical/scientific literature; writes succinctly, clearly, comprehensively, and convincingly; makes persuasive arguments. | Writes findings in a technically correct manner at multiple levels that are tailored to various audiences; provides guidance regarding intensity of persuasion, nuances, technical expertise, and content organization to enhance the audiences' understanding; writes using format and style that are acceptable for publication in scientific or technical publications. |
| Uses language properly | Follows guidelines required for writing technically correct documents. | Independently writes technically correct documents; may review written work of others. | Reviews work of others; is a resource and mentor to others for writing complex technically accurate scientific documents. |
| Uses graphics and other aids to clarify complex or technical information | Has basic knowledge of applicable tools to write reports and communicate technical information. Has ability to organize, analyze, display and report data. Has knowledge of techniques, procedures, and tools for developing and presenting appropriate scientific technical documentation. | Has comprehensive knowledge of applicable tools to write reports, display data and create presentations. Is proficient in the use of appropriate scientific technical documentation processes, procedures and tools. | Has advanced knowledge of applicable tools used to communicate complex topics and issues; uses graphics and aids with audience in mind. Mentors others to develop and use technical skills and tools. May lead training related to use of graphics/aids to clarify complex or technical information related to field of expertise. |



HR Modernization Scientist Rank and File General Competency Model



Building Collaborative Working Relationships

Competency: Flexibility

Definition: Ability to adapt to and work with a variety of situations, individuals and/or groups; openness to different and new ways of doing things; willingness to modify one's preferred way of doing things.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|--|---|---|
| Sees the merits of perspectives other than one's own | Listens to and comprehends other perspectives and is open to alternative solutions; seeks clarification; is aware of agency policies; follows directions. | Actively researches opinions of others; asks appropriate questions; encourages input of others; supports newly accepted perspectives and understands alternative solutions; understands difference between agency and scientific perspectives. | Actively seeks opinions of others via requests, facilitates regular meetings to ask opinions and give people the opportunity to contribute; evaluates perspectives of others; advocates for newly accepted perspectives; understands implications of working with a variety of groups or individuals. |
| Is open and willing to accept duties as assigned | Accepts job related duties as assigned; is able to work as an individual contributor and as a team member; performs tasks outside normal responsibilities in order to help others when they are performing urgent tasks; works with multiple projects, environments, travel, locations, field/office work. | Has responsibility to plan, design and carry out programs, studies or other work independently. Functions as a journey-level team member in multi-disciplinary teams; completes projects while facing challenges; carries out changes of assignments and timelines; reprioritizes work independently in response to urgent tasks. | Demonstrates ability to lead a multi-disciplinary team; monitors and evaluates the effect of changing duties and assignments; ensures timely completed staff work. |



HR Modernization Scientist Rank and File General Competency Model



Building Collaborative Working Relationships

Competency: Flexibility (Continued)

Definition: Ability to adapt to and work with a variety of situations, individuals and/or groups; openness to different and new ways of doing things; willingness to modify one's preferred way of doing things.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|---|---|---|
| Demonstrates openness to new organizational structures, procedures and technology | Accepts need for change; supports and attends training; identifies and participates in process improvement; assists in strategic planning and training. | Supports change; takes an active role in developing and implementing strategic plan; identifies and organizes resources needed for change and/or communicates the need to management. | Champions change throughout the organization; looks/seeks ways to improve organization structure, procedures and technology. Provides leadership and vision in strategic planning; advocates for and attends training for new developments; identifies resources for implementing new developments. |
| Switches to a different strategy when an initially selected strategy is unsuccessful | Recognizes roadblocks and seeks assistance; knows when to ask for help; receives and uses information on new technology/methods; follows directions; is aware of resources for help. | Recommends alternative solutions; researches and applies new technologies/methods; identifies resource needs. | Anticipates and recognizes roadblocks; proactively seeks, evaluates, develops and incorporates solutions into plans; fosters implementation of alternative strategies. |
| Demonstrates willingness to modify a strongly held position in the face of contrary evidence | Recognizes when contrary evidence is correct; investigates validity of contrary evidence and respects provider of contrary evidence; accepts and learns from feedback; responds professionally. | Identifies deficiencies/ shortcomings and modifies original plans if necessary; provides suggestions for change; respects provider of contrary evidence; supports investigation of contrary evidence. | Fosters respectful communication; helps others adjust to changing conditions; supports program and/or policy modifications as result of contrary evidence. |



HR Modernization Scientist Rank and File General Competency Model



Building Collaborative Working Relationships

Competency: Interpersonal Skills

Definition: Ability to get along with and interact positively with co-workers and others.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|---|--|---|
| Shows an interest in and understands perspectives, ideas, and important concerns of others | Recognizes need for, and is willing to provide assistance to others; responds to requests and concerns; displays interest by asking questions and actively listening; knows when to seek guidance from supervisor about sensitive issues. | Listens attentively; asks clarifying questions to gain information and understanding; uses verbal and non verbal communication cues to convey interest; anticipates how others may react to a situation; uses diplomacy to effectively resolve sensitive issues. | Creates an atmosphere of collaboration/cooperation by promoting trust and openness; interacts with a broad range of stakeholders; listens attentively to concerns and views expressed by various groups, and considers divergent viewpoints and conflicting priorities. |
| Builds relationships with colleagues and others whose assistance, cooperation, and support may be needed | Works to establish credibility with colleagues; builds trust by meeting goals and following through; shows integrity by keeping commitments; takes others' perspectives into account when completing work assignments; offers assistance; maintains confidences when appropriate. | Builds professional and scientific networks; works effectively with a diverse range of people; conveys a willingness to help at all organizational levels; shares information, develops mutual support networks. | Builds sustainable relationships based on professional integrity and commitment; facilitates positive interaction among colleagues; identifies and works toward shared goals and common ground. Develops networks with people of diverse backgrounds and viewpoints at all organizational levels; understands the big picture; builds coalitions. |



HR Modernization Scientist Rank and File General Competency Model



Building Collaborative Working Relationships

Competency: Teamwork

Definition: Ability to work effectively and complete assignments in group settings.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|--|---|---|--|
| Expresses point of view honestly and constructively; interacts with others regarding their opinions | Recognizes own role as a team member; observes and listens to others; is aware of appropriate times to contribute; articulates position in a professional manner even if offering differing opinion; knows when to seek out assistance and knows the limits of own knowledge. | Fully participates as team member; is collaborative and builds on and expands ideas presented by others; understands limits of own authority; identifies and articulates pros/cons or alternative hypothesis/ perspectives; finds ways to move debate forward; offers compromise solutions. | Leads and facilitates the team process; keeps team members focused; encourages and enables team members to contribute to their full potential; builds accountability within the group; effectively conveys viewpoints of the entire team; solicits ideas and opinions; builds consensus; promotes team spirit and collaboration; deals with difficult situations constructively. |
| Provides assistance/mutual support to the team; contributes to the mission of the team | Participates in team efforts; assists others with assignments; accepts responsibility for tasks; completes team staff assignments; understands the team's reporting relationships and governance structure; helps establish team goals and objectives. Participates in team formation activities, work plan development, and changes in scheduled deliverables; understands workforce diversity and learns how to adapt responses respectively. | Helps facilitate and encourage team participation; is accountable for team products and outcomes; works toward the team's vision/mission; participates in meeting the team's performance expectations; tracks progress and assures milestones are met; develops applicable process documentation; assesses risks; establishes and balances priorities; adapts to shifting priorities. May help coordinate team efforts. | Establishes and communicates team responsibilities and deliverables; identifies team resources; develops team charters, scope documents and project work plans; helps team identify ground rules; fosters an atmosphere of mutual respect among team members; assumes accountability for team decisions and outcomes; adjusts assignments and resources as needed; provides final review and interpretations of team findings and recommendations for use by others. |



HR Modernization Scientist Rank and File General Competency Model



Building Collaborative Working Relationships

Competency: Teamwork (Continued)

Definition: Ability to work effectively and complete assignments in group settings.

| Behavioral Indicators Build on the previous level | Entry level Meets education requirements, develops through on-the-job experience, works with supervision | Journey level Fully proficient, works independently in area(s) of specialization | Expert level Seen as expert, mentors and teaches others |
|---|--|---|--|
| Works toward methods and solutions that all team members can support | Gains understanding of the issues; considers impact; assists with determining feasible alternatives; comprehends input and differing opinions from group; acknowledges roles of team members based on their skills/talents; assists in identifying stakeholders. | Initiates team involvement to clearly formulate, identify, and define the issue; identifies a range of solutions; evaluates and determines feasibility of alternatives; identifies the impact of the solution/problem; identifies and/or clarifies roles of team members based on their skills/talents; develops team communication plan. | Leads teams on difficult, advanced, sensitive and highly original topics; has comprehensive understanding of issues; responsible for meeting team goals; monitors and recognizes individual and group performance; recognizes connections between ideas and synthesizes team input; ensures that minority views are heard and considered; capitalizes on the talents of all members; formulates team recommendations for management approvals. |

