

COMPETENCY BASED HIRING WITHIN THE DNR

Introduction

The Department of Natural Resources (DNR) uses a “competency based” approach to its human resources practices and activities as part of its strategic plan. The following material has been developed to help answer questions regarding this approach.

What is meant by “competency”?

In a human resources context, when we use the word “competency” we are referring to clusters of related skills that fall into three major categories: technical, managerial and interpersonal. These skills describe specific behaviors and abilities.

When used during the hiring process, the competency model aligns individual program needs with important skills which lead to excellent hires.

How is this different?

Like many organizations, hiring and promotion activities in the DNR tend to be primarily based on technical knowledge. By focusing primarily on technical qualifications, we may be limiting our capacity as an organization. Today’s natural resources management and environmental concerns go beyond sound science. We also need to recognize social, political and financial ramifications on the minds of our resource users, administrators, the Natural Resources Board and our elected officials.

Effective job performance (and conversely, job failure) is frequently a product of who the job holder is as a person and his or her values, work ethic, attitude toward service, openness to learning and willingness to grow and change with organization. In other words, it’s not just what you know that matters, it’s who you are.

What skill sets are we talking about?

Every position in our organization requires the job holder to have three different kinds of competencies. Technical skills are ‘the *what*’ part of the job and continue to be very important. There are two other areas that are also significant; they are managerial skills, ‘the *how*’ of the job, and interpersonal skills, ‘the *who*’ part of the job.

Managerial competencies describe how a person manages or approaches his or her job. Examples of managerial competencies include decision-making, planning, organizing, managing change, and developing relationships. Managerial competencies are a part of every job and follow a person from job to job.

Interpersonal competencies refer to personal qualities, attributes, or characteristics of an individual’s personality. Like managerial competencies, they follow people around from job to job. For example, if you are a resourceful, creative problem solver, this ability will show up in whatever job or life situation you find yourself.

Here’s an example that pulls together all three types:

Consider a master carpenter. He or she has a great deal of technical knowledge about various woods, tools, and finishes. He or she also has specialized skills in cutting, shaping, joining, finishing, and polishing that can turn a pile of wood into a fine cabinet. Underlying the knowledge is a foundation of attributes and skills, some inborn, some developed, and others well honed that

make the knowledge useful and enable the carpenter to acquire the needed skills. These skills include:

- Managerial competencies such as good judgment and high quality results; and
- Interpersonal skills such as patience, and artistic creativity.

The competency model used within the DNR identifies and incorporates all three types of competencies into the foundation of the employment process.

Isn't this really all about hiring?

The competencies developed for a specific position form the foundation of several human resources activities, including recruitment, hiring and professional and personal development. Once a set of competencies has been identified for a job or a family of jobs, they form the basis of the hiring and selection process including:

- the development of more meaningful job descriptions and recruitment materials,
- more exacting examination processes,
- tailored behaviorally based interviews, and
- tailored reference checks that key in on the competencies that have been demonstrated in past work experiences and other environments.

Competencies are also an excellent basis for employee development and learning including:

- job skills enhancement and development leading to professional mastery,
- identification of key coaching areas for greater satisfaction, and
- career and leadership development activities.

Finally, competencies are extremely useful in setting goals and objectives in the performance review process. They are also an important tool in overall performance management activities including specific performance improvement efforts.

How do we identify competencies?

A questionnaire is used when a position (or a group of positions) is vacant. The questionnaire identifies *managerial* competencies and is given to job holders and subject matter experts. That is, people who are considered top performers in their field or have excelled within the positions at some point. Supervisors and managers are also included within this assessment.

Competency Questionnaire – Attachment 1

In assessing what managerial and interpersonal skills are necessary for a position, the questionnaires are completed by more than one person in order to provide an accurate reflection of the job requirements, versus individual preferences or requirements based upon traditions. It is key to involve people who can provide accurate information and insight based on their experience.

Using the same questionnaire consistently across the Department helps us to create common language and definitions regarding what the competencies mean and they help us identify in very specific terms what behaviors are important for success in specific jobs. One size doesn't fit all. Therefore, it is important for each program to identify its own competencies for its set of professions and to customize its hiring, learning and development practices accordingly.

Here's an example that will give you an idea of how competency identification can make a difference.

Have you read a job announcement that said the applicant must have 'good interpersonal skills'? Often these skills are identified as important in many jobs. However, have you wondered what this really means? What do these skills actually look like? *The answer depends on the job!*

If you were applying for a position that serves as the front line for public complaints, interpersonal skills would be important. However, beyond that, what *specific* aspect of 'interpersonal skills' will you need to possess to be successful in this position? In this case, your ability to deal with frustrated or angry clients and managing and resolving conflict would be critical. Being a person who works well with differences and remains calm under pressure is very important as well. On the other hand, 'interpersonal skills' for an outreach liaison position might focus more on the ability to establish and maintain long-term relationships.

The example shows that while the skill is the same how it manifests in the particular job is very different.

By using a competency based approach DNR can identify and fine tune, in specific behavioral language, the skills needed to meet program and Department needs and incorporate them into our human resources activities. As an applicant, you have a clearer picture of the skills being sought. As a supervisor, you will be able to better articulate the exact skills you need.

How does this affect an applicant?

As an applicant, the first place you will notice a difference is in how the *job announcements* are written. They will be a little less "stiff" and more user friendly.

Another place is in the way the *Position Description* is written. Our Position Description format is written to be more meaningful, comprehensive and efficient document.

Sample Position Description – Attachment 2

The Position Description is a tremendous aid in helping you prepare to compete for positions as well as knowing the requirements if you are appointed to the job.

Another place is within the *civil service exam*. In addition to the technical knowledge, you will also be asked to assess yourself in a few key managerial competencies determined to be critical to job success.

An example of a competency based question follows:

Describe at least two situations (workplace or volunteer) where you have influenced the outcome or direction of a product, policy or the way others dealt with an issue. Within your response, be sure to include the following:

- The background of the situation;
- The process used to gain support for the decision;
- How you dealt with the pros and cons;
- How you involved others; and
- The final result of the situation.

The next place is at the *interview stage*. The interview process is designed to focus primarily on the managerial and interpersonal competencies needed by the job holder rather than asking you to recite your employment history or answer a battery of situational or hypothetical questions.

Finally, your *references* will be asked to talk about your qualifications and provide examples of the necessary competencies.

How does this affect supervisors?

For supervisors, the assigned Human Resources (HR) Contact works with you to identify appropriate job experts to assess the managerial and interpersonal competencies for your vacancy and he or she will facilitate the questionnaire process. Once you, your management team, and others who need to be involved agree that the competencies are valid and appropriate, your HR Contact will collaborate with you in developing an overall staffing plan and finalizing a competency based position description. This plan will clearly outline which competencies will be assessed within particular aspects of the overall hiring process (i.e. within civil service examination, within the interviews), and cross-checked within the reference checking process. You will identify raters and interviewers as well.

The HR Contact will collaborate with you on designing a solid civil service exam that reflects the competencies needed and incorporates the appropriate weights within the benchmarking system. Further, the HR Contact will assist you in developing a behavior-based interview with benchmarks.

Finally, you will be able to access a template for reference checking to help you tailor the process to the skills you need and will want to validate from the information provided during the interview stage.

Is the interview process different?

As an applicant or as a hiring supervisor, you probably have experienced a “structured” interview process. Structured interviews, characterized by questions that are designed to measure specific dimensions of the job, are asked of all candidates and have pre-established benchmarks. In a competency based hiring system, we continue to use structured interviews. However, the focus of the employment interview shifts from technically oriented, organizational-focused knowledge or hypothetically oriented questions to *behavior-focused* interviews.

In a behavior-focused interview, the underlying philosophy is that past behavior is the best predictor of future performance. This means applicants will describe their employment by way of ‘stories’ regarding what he or she has done in the past, drawing on actual experiences. The experiences can come from all kinds of settings including work done with service organizations or volunteer work. In this way, the applicant has the opportunity to demonstrate the specific competencies we are seeking. The interview moves away from providing knowledge by reciting what the applicant theoretically might do in a given situation, or what they think the interviewers want to hear. In short, the competency based, behavior-focused interview can not be ‘aced’ so to speak, because it requires the applicants to reveal more of himself or herself rather than rehearse ‘canned’ answers. It is less a matter of what they know, and more a matter of who they are and how they approach their work.

For many applicants, this is a more meaningful way to interact with the interviewers, allowing them to sell themselves in a more natural way and to learn more about the job itself. For interviewers, it is a more helpful way to assess qualifications because it is less rigid, goes deeper in to the competency needed, and allows applicants to be more authentic and less rehearsed.

Here's an example of how a competency is used in a job interview.

Imagine that you are applying for a position or filling a position that requires that the job holder must be able to exercise "independent judgment" as one of the key managerial competencies. From the Position Description, this competency will be defined so that the applicant and the interviewers understand what is meant by the term.

Independent Judgment

Definition: Uses discretion in interpreting DNR's procedures to make decisions in ambiguous situations.

Behavioral Indicators: (These would be built into the benchmarks and would also be used within the reference checking process to get a clearer read on this particular competency.)

1. Performs well with minimal supervision.
2. Attempts to handle issues independently rather than passing them on.
3. Uses supervisor as a resource but acts independently most of the time.
4. Demonstrates the ability to build learning and draw inferences from difficult experiences.

Ideas for Possible Interview Questions

- Describe a situation where you had to arrive at a quick conclusion and take action.
- Tell us about a situation in which you had to make a decision on your own under pressure.
- Give us a time when you had to rely on your own judgment to make a decision.
- Tell us about the most difficult decision you've had to make in your job. What made it difficult?

As an applicant, how can I prepare for this kind of interview?

The key to success in this type of interview is to demonstrate that you possess the competencies needed to be successful in the job you are seeking. Think about this, not just during the interview, but through every step of the process. Preparing for a behavior-based interview goes beyond what you know, the training you've taken, or what jobs you've held. In other words, don't take a 'here's where I have been' kind of approach, expecting the raters and interviewers to figure out what it all means or whether or not you are a good fit. This is your job.

In preparing for any interview (or job change in general), it is important to reflect upon your values, interests, and goals. It also means having clarity about where you see yourself in the future, how your past experiences have prepared you along the way and what success means *to you*, not as defined by anyone or anything else. The more self-knowledge and awareness you have and the more self-reflection you have done, the easier a competency based process will be for you. Some positions will undoubtedly 'call your name', and for others you will have an inner knowledge they are not a good fit for who you are and what inspires you to do your best work.

In practical terms, use the Position Description to help you prepare. It's your road map. Review the competencies and begin to identify stories or examples in your life that you believe demonstrate the competencies listed. Often one situation actually embodies a number of different competencies. Think about what role you played. How did you contribute? If there was failure in some way, what did you learn? What were the results? Your response will be evaluated for their quality, relevancy, and your ability and thoughtfulness in effectively showing

how you possess the needed competency. Your examples don't have to be monumental, consistently successful (some of the best learning comes from so-called 'failures') or life changing, but they should be clear and speak to the competencies sought.

Other suggestions include talking to colleagues and others you trust and respect to help you assess your competencies in all three areas (technical, managerial, and interpersonal). Look at your performance reviews to inventory your achievements and to identify areas you are working on for improvement. What do your accomplishments suggest about your competencies? Have you done peer reviews? What did this tell you in terms of your skills and strengths? There are many books written on the subject of interviewing. Use them to identify potential question areas. If you're the type of person who get extremely nervous about interviewing, practice and role-play with someone you trust so you get comfortable talking about yourself, especially out loud. A little practice can take some of the edge off.

Go into the interview with the mindset of being an equal partner in the process, not a passive applicant wondering what might happen. You want to sell yourself but you may also need to answer the question, 'Is this position really right for me?' Listen carefully to the questions you are asked. Every question measures one or more job dimension and competency. Can you discern what the essence of that question is so you can put your best self forward? Be who you are and trust yourself completely and trust that the process has been designed to help you to shine.

In closing

Sooner or later you will encounter an aspect of a competency based human resources activity as an applicant, a hiring supervisor, someone who can assess the skills needed for success in a given position, or as a learner. We hope this information has provided you with a practical foundation as we build better human resources practices and align them with our organizational goals. Together we will discover what really makes a difference in how we do our jobs.

ATTACHMENT 1

COMPETENCY QUESTIONNAIRE DEPARTMENT OF NATURAL RESOURCES

The Department of Natural Resources (DNR) is in the process of filling the following position:

Based on your experience and knowledge of this position, check the 6-8 key skills and abilities listed below that are essential to success in this job. Your feedback will be used in combination with that of your peers to develop a competency profile for this position. In addition to the technical knowledge needed for all positions, the information provided through this assessment will assist in describing what relevant behaviors, skills and personal attributes a person needs to possess in order to be successful and perform at an exceptional level. If you have any comments regarding this position, please provide this information at the end of this form.

Strategic Leadership - Establishes vision, sets direction and initiates strategy. Anticipates future needs, challenges and identifies potential options and constraints; critically evaluates information to promote the most effective position. Thinks through the implications of decisions and actions on people, other parts of the organization, external partners and customers.

Big Picture Thinking - Understands internal and external forces, events, partnerships and customer needs that are affecting or are being affected by the situation at hand. Understands the abstract and thinks in terms of whole systems and complex interrelationships. Synthesizes large, disparate bodies of information.

Networking & Organizational Agility - Relates well to all kinds of people up, down, and sideways, external and internal to the organization. Builds appropriate rapport and utilizes own networks and relationships across the organization to break down barriers between functions and/or work units to accomplish work and focus on customers more effectively. Maintains frequent contact with key players across the organization and within the program/region/unit. Manages relationships by creating 'win-win' opportunities and seeks mutual benefit for all individuals involved.

Relationship & Partnership Building - Builds and effectively utilizes relationships and influences informal networks to achieve goals. Shares knowledge and builds trust with colleagues, superiors and employees. Is discreet when situation demands and is tactful when dealing with sensitive issues and personalities and is aware of own impact. Works through complex situations effectively, diplomatically and with sensitivity without losing credibility or trust. Recognizes sensitive information and keeps it confidential. Builds systems and discipline that democratizes information, and, as necessary, removes control and privilege around information. Promotes and influences others' thinking regarding the organization's standards and positions.

Effective Communication - Clearly conveys and receives information and ideas through a variety of media and from individuals or groups in a manner that engages and helps them understand and retain the message. As necessary, translates complex or technical information or processes to lay audience/customers.

Effective Presentation - Conveys poise, clarity and self control in stressful, ambiguous, and emotionally demanding situations. Builds credibility and rapport through honest and direct communication. Gives concise presentations that capture the interests and addresses the needs of the audience. Presents a good professional image through dress, speech, and actions with a demeanor that inspires confidence in the individual and the organization.

Creativity & Innovation - Applies innovative approaches where appropriate; generating or brainstorming new ideas, methods, or techniques applicable to the workplace. Brings forward new ideas or improves existing ideas, products and services by challenging assumptions and thinking outside the box.

Process Improvement & Continuous Learning - Designs, implements, and/or connects critical work processes and ensures that new ideas are integrated with established procedures and processes. Successfully implements improvements by connecting processes and involving appropriate staff. Establishes practices designed to question ‘the conventional thinking’. Achieves partner/customer benefit to increase the long term value of the organization by maintaining high levels of individual and organizational performance. Consistently applies learning new ideas and techniques.

Effective Decision Making - Makes timely, well reasoned decisions by integrating information and perspectives from colleagues. Calculates and evaluates the long-term consequences of decisions. Makes fair decisions on clearly based objective criteria rather than personalities.

Effective Negotiation - Effectively reaches understandings and agreements with a broad range of people internally and externally. Uses facts and argument to create a meeting of the minds among the stakeholders with different viewpoints. Finds common ground to accommodate the conflicting needs and wants of different stakeholders. Persuasively uses relevant data to gain sponsorship or buy-in from others.

Effective Problem Solving - Employs analytical abilities, pragmatism, and other tools to resolve complex problems in a variety of situations. Demonstrates accuracy in the consistent delivery of technically proficient work. Demonstrates sound professional judgment in analyses and decisions. Thinks analytically and works to understand a complex situation, issue, or problem by breaking it down into smaller pieces and traces implications or consequences. Shows enthusiasm for technical and intellectually complex tasks and solving problems.

Lead and Manage Change - Leads the implementation, understanding, and acceptance of change within the organization or program, provides direction and communicates during change process; assess reactions; manage performance during change. Motivates others to seek opportunities and innovative approaches when addressing change related issues.

Change Management - Adapts and is flexible in times of internal and/or external change. Help others adapt and remain effective. Modifies personal, interpersonal, and professional behavior quickly based on the needs of a project, customer or situation. Reevaluates decisions when presented with new information. Readily integrates changes midstream into work processes and outputs. Identify, realign, and optimize resources as needed. Improvise, identify new options and develop alternatives ‘on the fly’ if necessary.

Team Leadership & Sponsorship - Builds constructive and effective teams. Provides resources and remove barriers to team success. Advises, guides and collaborates with others to develop a stronger team and enhance team spirit and success. Uses teams as an important management tool to achieve organizational and program goals.

Ability to Work in Teams/with Groups - Works cooperatively with others toward accomplishment of a shared goal as opposed to working separately or competitively. Leverages own strengths in order to effectively contribute to the project or goal. Reinforces the team concept through actions and communications. Inspires others through a positive ‘can-do’ attitude. Encourages others to sustain interest and involvement through the group task or project.

Develop People & Manage Staff Talent - Views people, their knowledge, skills and talents as the organization's core assets. Creates the structure and possibilities that allow employees to continuously upgrade their capabilities. Creates developmental opportunities for others. Employs, deploys, and shapes the talents of others over the longer term.

Coaching and Mentoring - Establishes formal and informal relationships with others to provide feedback, information, support and resources to help them develop new or higher levels of skill and ability. Empowers others to reach higher levels of performance through trust, delegation, participation and coaching.

Conflict Management - Approaches conflict in a constructive manner, refrain from personal attacks and excessive emotions. Shows sound judgment under pressure and retains focus on priorities in difficult conditions. Addresses problems early on, drives hard on difficult issues if necessary, and takes a firm stand in the face of controversy. Defuses conflict and lets others save face. Shows willingness to engage and express what is on his/her mind in the face of external pressures or opposition, without becoming disrespectful. Uses humor appropriately to relieve tension.

Organization & Planning - Uses well-reasoned judgment in effectively planning and setting of appropriate work priorities and managing over-all workload responsibilities. Prioritizes tasks, sets milestones, sequences activities, divides tasks among others as needed and sets a reasonable pace. Coordinates realistic time frames and deliver products and services in a timely manner.

Takes Action & Shows Initiative - Works well independently and is self motivated to take action to meet critical organizational/program/unit goals. Sets and monitors own objectives and standards. Initiates appropriate actions and follows through without prompting or close supervision. Demonstrates strong work ethic. When needed, puts in the hours necessary to complete the tasks at the highest level of quality possible. Displays the stamina necessary to work an irregular, demanding schedule.

Customer Focus & Service Orientation - Identifies the needs of customers and works to create the most value for the customer, focusing on customer satisfaction and the desire to serve the customer's needs. Maintains friendly and helpful demeanor with customers through busy cycles and repetitive needs and questions. Is energized by being around people. Explains complex items or processes in simple terms for the customer. Understands the organization's products and services and can articulate their value.

Diversity & Cross-Cultural Sensitivity - Relates to people from diverse populations, groups, and backgrounds without bias. Demonstrates sensitivity to individual differences and recognizes differences as an asset.

Honors Commitments - Evokes trust from others by keeping commitments, recognizing individual contributors, setting a personal example and building shared goals, values and vision. Known to be honest. Demonstrates personal integrity and high ethical standards in all transactions. Conducts department transactions with honesty and professional ethics. Seeks to achieve results that are in the best interest of the organization. Models and reinforces behavior in self and others and demonstrates fairness and respect for others.

Demonstrates Respect for Others - Demonstrates respect and appreciation for the ideas and contributions of others. Thoughtfully considers the opinions of others and exercises patience as warranted. Recognizes when to wait for new developments or information. Does not try to force people or results. Treats mistakes as opportunities for learning rather than blame.

Attachment 2

DEPARTMENT OF NATURAL RESOURCES

Working Title: Regional Real Estate Specialist

Classification: Real Estate Specialist – Advanced

Work Location:

Purpose of the Position:

This position is the Real Estate Expert in the region and provides technical expertise for real estate appraisals, appraisal reviews, real property negotiations and relocation services for all programs in the region. This position reviews appraisals, establishes just compensation and performs as a lead of for large, complex, unique and/or sensitive assignments related to appraisals and/or real property negotiations. The final level of technical review is conducted for all appraisal reports submitted to the Community Financial Assistance program in the region. This position resolves valuation differences and establishes just compensation for all Community Financial Assistance program appraisals. This position resolves valuation differences, and establishes just compensation for department appraisals, valued at \$50,000 or less.

This real estate expertise is provided to the regional land leader, area supervisors, and all other personnel involved in the region's real estate and land acquisition program. This position also serves as a member of the Region's Land Management Team.

Location, Position's Geographic Scope and Travel Requirements: This position is located in each of the Department of Natural Resources' five regions. Travel within the region is required, as well as periodic statewide travel for meetings.

Scope of Authority:

This position is supervised by the Regional Land Leader and provides expert advice and guidance to regional supervisors and property managers. This position provides contracting for real property appraisal services and coordinates realty just management in the Region. This position maintains effective communication with the Real Estate Director, the real estate section in the Bureau of Facilities and Lands, Bureau review appraisers and real estate experts in other regions to assure real estate consistency.

Responsibilities and Accountabilities:

- 40% Provide acquisition planning expertise and real estate valuation quality control.
 - A1. Review appraisals and establish just compensation for appraisals submitted by the Regional Community Financial Assistance Program.
 - A2. Provide valuation guidance to private appraisers, communities and nonprofit organizations.
 - A3. Reconcile valuation differences and approve market value estimates when multiple appraisals with differing market values are submitted.

- 40% Coordinate and implement the regional land acquisition program.
 - B1. Implement acquisition goals and procedures for all divisions/programs.
 - B2. Serve as lead appraiser and/or negotiator for complex or sensitive acquisitions.
 - B3. Coordinate the assignment of appraisals to the land agents and contract appraisals with private real estate appraisers as deemed necessary to accomplish regional goals.

- B4. Coordinate regional Realty Management services including issuance of realty related permits, agreements, leases, rentals and easements on Department and public lands; sale of access buildings; sale of excess lands; sale of easements for utilities and highways; employee and private housing rentals.
 - B5. Coordinate the sale of excess property/lands.
 - B6. Coordinate trespass and land ownership complex with private landowners.
- 10% Provide technical real estate expertise to the regional land leader, regional and area supervisors, regional land agents, field staff and coordinate land acquisition and real estate issues within the region.
- C1. Provide real estate acquisition Realty Management expertise.
 - C2. Facilitate and coordinate real estate appraisal, negotiation, relocation and Realty Management training on a regional basis.
 - C3. Facilitate training and mentoring of regional land agents and trainees.
- 5% Review real estate appraisals of \$50,000 or less for completeness, technique, accuracy, logic and compliance with federal, state, department and USPAP guidelines.
- D1. Resolve differences when we disagree with appraiser and the either approve or reject appraisals.
 - D2. Established just compensation unapproved appraisals.
- 5% Support team concepts by serving on regional teams as directed/assigned.
- E1. Serve as a standing member of the Regional Land Leader Team.
 - E2. Support facility/master plan and land use teams as assigned.

Competencies: Skills, Abilities, Knowledge

Big Picture Thinker

Understands internal and external forces, events, partnerships and customer needs that are affecting or are being affected by the situation at hand. Understands the abstract and thinks in terms of whole systems and complex interrelationships. Synthesizes large, disparate bodies of information.

Effective Negotiation

Effectively reaches understandings and agreements with a broad range of people internally and externally. Uses facts and argument to create a meeting of the minds among the stakeholders with different viewpoints. Finds common ground to accommodate the conflicting needs and wants of different stakeholders. Persuasively uses relevant data to gain sponsorship or buy-in from others.

Effective Problem Solving

Employs analytical abilities, pragmatism, and other tools to resolve complex problems in a variety of situations. Demonstrates accuracy in the consistent delivery of technically proficient work. Demonstrates sound professional judgment in analyses and decisions. Thinks analytically and works to understand a complex situation, issue, or problem by breaking it down into smaller pieces and traces implications or consequences. Shows enthusiasm for technical and intellectually complex tasks and solving problems.

Takes Action & Shows Initiative

Works well independently and is self motivated to take action to meet critical organizational/program/unit goals. Sets and monitors own objectives and standards. Initiates appropriate actions and follows through without prompting or close supervision. Demonstrates strong work ethic. When needed, puts in the hours necessary to complete tasks at the highest level of quality possible. Displays the stamina necessary to work an irregular, demanding schedule.

Organization & Planning

Uses well-reasoned judgment in effectively planning and setting of appropriate work priorities and managing over-all workload responsibilities. Prioritizes tasks, sets milestones, sequences activities, divides tasks among others as needed and sets a reasonable pace. Coordinates realistic time frames and deliver products and services in a timely manner.

Networking & Organizational Agility

Relates well to all kinds of people up, down, and sideways, external and internal to the organization. Builds appropriate rapport and utilizes own networks and relationships across the organization to break down barriers between functions and/or work units to accomplish work and focus on customers more effectively. Maintains frequent contact with key players across the organization and within the program/region/unit. Manages relationships by creating 'win-win' opportunities and seeks mutual benefit for all individuals involved.

Relationships & Partnership Building

Builds and effectively utilizes relationships and influences informal networks to achieve goals. Shares knowledge and builds trust with colleagues, superiors and employees. Is discreet when situation demands and is tactful when dealing with sensitive issues and personalities and is aware of own impact. Recognizes sensitive information and keeps it confidential. Builds systems and discipline that democratizes information, and, as necessary, removes control and privilege around information. Promotes and influences others' thinking regarding the organization's standards and positions.

Effective Communication

Clearly conveys and receives information and ideas through a variety of media and from individuals or groups in a manner that engages and helps them understand and retain the message. As necessary, translates complex or technical information or processes to lay audience/customers.

Knowledge – Technical Competencies

Upon Appointment

- Wisconsin real estate law
- Real estate title, legal descriptions, land survey methods, closing procedures and real estate contracts including but limited to Option and Exchange agreements; fee, easement, lease, gift and other methods of protecting land
- Appraisal techniques using the market, cost and income approaches
- Landowner contact and successful negotiation skills and acquisition procedures
- Computer skills including GIS, relational databases, and word processing.
- State and federal real estate laws.
- Public participation and planning techniques.
- Creative approaches to the protection and enhancement of natural resources.

Full Performance

- Real estate policies, laws, and rules specifically governing the Department's real estate process
- Department's Land Legacy Report and strategies for implementing it.
- Department program's acquisition plans and priorities.
- Region's properties and the approved property boundaries.
- Federal, state and local government programs, as well as nonprofit and conservation organization goals in the region.
- Department of Natural Resources programs (wildlife, fisheries, parks & recreation & forestry), their goals, and management techniques.

Physical Requirements and Environmental Factors:

Strength Requirements

Sedentary work_(exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently) about 75% over a year's time.

Light work_(exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently) less than 25% over a year's time.

Physically, this position will spend approximately 75% or more of time indoors

Environmental Factors: May need to occasionally spend more than one hour outdoors in temperatures below 32 degrees

Equipment Used: Office equipment

Telework Evaluation: This position is not suitable for teleworking.