Home Office Employee Competency Framework & Rubric

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INTRODUCTION TO THE COMPETENCY FRAMEWORK & RUBRIC

Green Dot's Home Office Employee Competency Framework provides a guide to expectations for excellent performance for all Green Dot employees. A competency can be thought of as a grouping of skills and abilities that an employee can constantly improve. The competencies included in this framework are by no means exhaustive, but they are thought to be the ones that are most important to excellent performance at Green Dot.

The purpose of the competency framework is to create a common language and common definition of excellence among all Home Office employees. With this common language, employees can give each other formal and informal feedback about their competency levels and performance. It is also the basis of our formal evaluation system, since evaluation ratings are made by managers for each of their direct reports on each of the indicators in this framework; peer and upward feedback is based on this framework as well. While the rubric helps create more common, it by no means spells everything out, nor does it remove all subjectivity from evaluation.

The competency framework forms the lynchpin of a broader system for professional growth, which includes formal evaluation, professional development, informal feedback and coaching, rewards and recognition, career progression, recruitment, and selection.

Professional Growth System
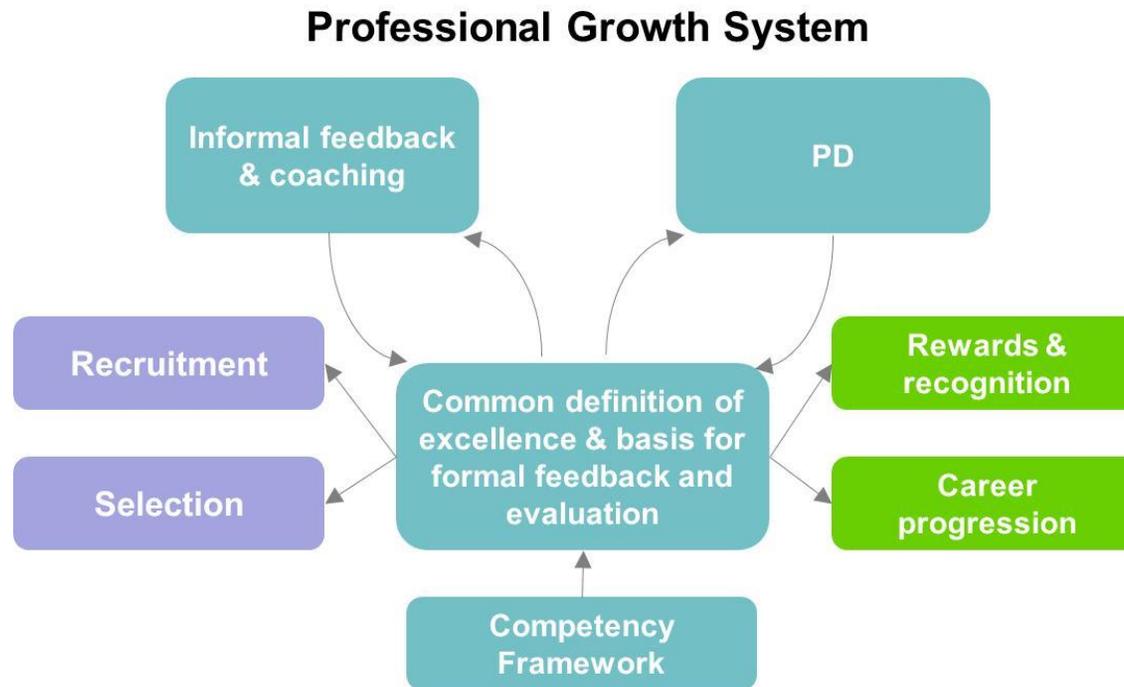
Snapshot of Domains and Indicators

ALL EMPLOYEES – 5 domains, 10 indicators	MANAGERS ONLY – 8 additional indicators, (totaling 18 indicators)

Domain 1 - Planning
   a) Effective Planning
   b) Decision Making
	Domain 1 - Planning
	   a) Invests team in inspirational yet feasible vision and goals

Domain 2 - Execution
   a) Relentless Pursuit of Results
   b) Quality Service
	Domain 2 - Execution
	   a) Supervising the Work
	   b) Keeps team focused and aligned in terms of goals, strategy, and resources

Domain 3 - Collaboration and Communication
   a) Contributes to an environment of honest and open dialogue
   b) Effective Communication
	Domain 3 - Collaboration and Communication
	   a) Set Clear Expectations
	   b) Feedback

Domain 4 - Professional Growth
   a) Feedback and Reflection
   b) Seek Growth Opportunities
	Domain 4 - Professional Growth
	   a) Fostering Development
	   b) Balanced supervision and availability

Domain 5 - Mission Alignment
   a) Cultivate connection to mission and team
   b) Celebrate successes
	Domain 5 - Mission Alignment
	   a) Make great hiring decisions

Design Process & Ongoing Feedback Mechanism

The competency framework and rubric was designed through a collaborative process that incorporated the perspectives of many employees. The Human Capital Department interviewed a dozen employees from all Departments and levels. The Management Team provided input at several points along the way as well as made final approval. Special thanks to Samantha Matamoros, Dan Helenius, Susana Campo, Katia Victoria, Steve Sharmokh and Ellen Lin for their service on the Rubric design committee.

We know it is not perfect, so we will welcome ongoing feedback, so that we can make refinements during an annual review process.

Green Dot's Values & Relationship with Competency Framework

Abiding by and embodying Green Dot's values is expected of all employees and is an important part of excellent performance. The Rubric Design Committee considered including a separate dimension for "representing Green Dot's values" or something similar, but decided that it would be more powerful to infuse the values throughout all the competencies, just as the values imbue all of our work. The first table below is our standard definition of Green Dot's values and the second table illustrates the relationship between competencies in the framework and Green Dot's values.

Core Value	Definition
An unwavering belief in all students' potential	The professional in education demonstrates an unwavering belief in all students' potential by: • Creating an environment that nurtures the potential of all • Seeking to understand how decisions made at one's job level impact student learning
Passion for excellence	The professional in education demonstrates a passion for excellence by: • Continuously striving to demonstrate excellence • Seeking professional development opportunities • Continuously reflecting on practice and making data-driven decisions
Personal responsibility	The professional in education demonstrates personal responsibility by: • Assuming responsibility and accountability for his or her performance • Understanding the impact his or her actions, words and presence have on students and colleagues • Proactively addressing concerns and potential conflicts directly • By respecting and obeying the law and demonstrating personal integrity • Being well-versed in the all Green Dot policies
Respect for others and the community	The professional in education demonstrates respect for others and the community by: • Appropriately representing official policies of the school/organization • Distinguishing his or her own personal opinions from facts • Being willing to collaborate with others
All stakeholders are critical in the education process	The professional in education demonstrates that all stakeholders are critical in the education process by: • Creating an environment in which all perspectives are valued and heard • Leveraging individuals in their areas of expertise to enhance school and organizational practices • Making wise decisions that are reflective of the feedback from stakeholders • Communicating with stakeholders and being transparent about decisions

Competency Framework	Leading Green Principles	GD Values

1. Planning
   a) Effective Planning
   b) Decision Making
   c) Sustainable Planning (Manager Only)
	• Own It	• Unwavering belief
		• Passion for excellence

2. Execution
   a) Relentless Pursuit of Results
   b) Quality of service
   c) Supervising the Work (Manager Only)
   d) Keeps the Team Focused and Aligned (Goals, Strategy and Resources) (Manger Only)
	• It's About The Students	• Respect for others
		• All stakeholders

3. Collaboration and Communication
   a) Contributes to an Environment of Honest and Open and Respectful Dialogue
   b) Effective Communication
   c) Sets Clear Expectations (Managers Only)
   d) Feedback (Managers Only)
	• Get It Right	• Passion for excellence
		• Respect for others

4. Professional Growth
   a) Reflection & Accepting of Feedback (need new name)
   b) Seeks growth opportunities
   c) Fostering development (Manager Only)
   d) Balanced Supervision (Manager Only)
	• Stretch It	• All stakeholders
		• Personal responsibility
		• Passion for excellence

5. Mission and Culture
   a) Cultivate a Connection to the Mission, Culture and Core Values
   b) Acknowledges Success
   c) Make Great Hiring Decisions (Manager Only)
	• Teamstrong	• Passion for excellence
		• Personal responsibility
		• All stakeholders

Guide to Reading the Rubric

The rubric consists of domains, indicators for each domain, performance levels for each indicator, and descriptors for each performance level. These terms are the same terms that teachers and administrators use to describe the College Ready Teaching Framework rubric. So even if you have different preferred terminology, staying consistent will keep everyone "speaking the same language."

DOMAIN 1: PLANNING – OWN IT

	Does Not Meet Standard	Partially Meets Standard - 2	Meets Standard - 3	Exemplifies Standard - 4
A) Effective Planning *Creates effective, efficient, and prioritized work – with excellent follow through*	• Rarely demonstrates ability to break down, prioritize, and sequence work into manageable pieces • Rarely tracks tasks in an organized and effective manner to enable follow through • Rarely collaborates with others as appropriate; either doesn't recognize when collaboration and assistance is needed or doesn't leverage colleagues time through an efficient process	• Inconsistently demonstrates ability to break down, prioritize, and sequence work into manageable pieces • Inconsistently tracks tasks in an organized and effective manner to enable follow through • Inconsistently collaborates with others as appropriate, leveraging colleagues' assistance through an efficient process	• Consistently demonstrates ability to break down, prioritize, and sequence work into manageable pieces • Consistently tracks tasks in an organized and effective manner to enable follow through • Consistently leverages colleagues' assistance through an efficient process	All of "3" plus: • Plans for multiple contingencies in order to ensure meeting goals and objectives • Demonstrates ability to tackle projects and situations that are significantly multifaceted and complex
B) Decision Making Gathers input, considers situation from multiple angles, and synthesizes all available information, in order to develop insights, strategic options, and decisions about next actions	• Rarely generates sound options and solutions (e.g. options are limited, solutions if any are flawed) • Decisions rarely reflect strong understanding of team objectives, organization mission, and impact on various parties • Rarely uses evidence, facts, data and rigorous thinking to articulate and support a point of view.	• Inconsistently generates sound options and solutions • Decisions Inconsistently reflect strong understanding of team objectives, organization mission, and impact on various parties • Inconsistently uses evidence, facts, data and rigorous thinking to articulate and support a point of view.	• Consistently employs several problem-solving techniques* to generate sound options and solutions • Decisions consistently reflect strong understanding of team objectives, organization mission, and impact on various parties • Consistently uses evidence, facts, data and rigorous thinking to articulate and support a point of view.	All of "3" plus: • Expert at wide-range of problem-solving techniques • Not only seeks input from all relevant parties, but also skillful at building consensus where appropriate
MANAGERS ONLY				
C) Sustainable Planning – *Leader in creating forward-thinking planning processes that aid team efficiency and effectiveness*	• Rarely empowers team to develop long-term solutions to immediate problems and recurring tasks. • Rarely identifies and codifies best practices to streamline future planning and decision making.	• Inconsistently empowers team to develop long-term solutions to immediate problems and recurring tasks. • Inconsistently identifies and codifies best practices to streamline future planning and decision making.	• Consistently empowers team to develop long-term solutions to immediate problems and recurring tasks. • Consistently identifies and codifies best practices to streamline future planning and decision making.	All of "3" plus:

"Degree of Consistency" Terms

Competency level is related to an employee's degree of consistency in demonstrating excellent performance. Do they demonstrate excellent performance every time? Applied to all situations? Few people are perfect 100% of the time, but excellence or mastery is defined as meeting the standard consistently, with no more than 1-2 noticeable exceptions during a review period. Throughout the rubric, the three words that describe degree of consistency are defined as follows:

Term	Definition
Consistently	All of the time or almost all the time with 1-2 isolated incidents that had no impact on the work of others
Inconsistently	Overwhelming majority of the time, though more than 1-2 noticeable incidents that impact the work of others
Rarely	A number of noticeable incidents with high impact or several isolated incidents that hinders performance

DOMAIN 1: PLANNING – OWN IT

	Does Not Meet Standard	Partially Meets Standard - 2	Meets Standard - 3	Exemplifies Standard - 4
A) Effective Planning	• Rarely demonstrates ability to break down, prioritize, and sequence work into manageable pieces • Rarely tracks tasks in an organized and effective manner to enable follow through • Rarely collaborates with others as appropriate; either doesn't recognize when collaboration and assistance is needed or doesn't leverage colleagues time through an efficient process	• Inconsistently demonstrates ability to break down, prioritize, and sequence work into manageable pieces • Inconsistently tracks tasks in an organized and effective manner to enable follow through • Inconsistently collaborates with others as appropriate, leveraging colleagues' assistance through an efficient process	• Consistently demonstrates ability to break down, prioritize, and sequence work into manageable pieces • Consistently tracks tasks in an organized and effective manner to enable follow through • Consistently leverages colleagues' assistance through an efficient process	All of "3" plus: • Plans for multiple contingencies in order to ensure meeting goals and objectives • Demonstrates ability to tackle projects and situations that are significantly multifaceted and complex
B) Decision Making	• Rarely generates sound options and solutions (e.g. options are limited, solutions if any are flawed) • Decisions rarely reflect strong understanding of team objectives, organization mission, and impact on various parties • Rarely uses evidence, facts, data and rigorous thinking to articulate and support a point of view.	• Inconsistently generates sound options and solutions • Decisions Inconsistently reflect strong understanding of team objectives, organization mission, and impact on various parties • Inconsistently uses evidence, facts, data and rigorous thinking to articulate and support a point of view.	• Consistently employs several problem-solving techniques* to generate sound options and solutions • Decisions consistently reflect strong understanding of team objectives, organization mission, and impact on various parties • Consistently uses evidence, facts, data and rigorous thinking to articulate and support a point of view.	All of "3" plus: • Expert at wide-range of problem-solving techniques • Not only seeks input from all relevant parties, but also skillful at building consensus where appropriate
MANAGERS ONLY				
C) Sustainable Planning	• Rarely empowers team to develop long-term solutions to immediate problems and recurring tasks. • Rarely identifies and codifies best practices to streamline future planning and decision making.	• Inconsistently empowers team to develop long-term solutions to immediate problems and recurring tasks. • Inconsistently identifies and codifies best practices to streamline future planning and decision making.	• Consistently empowers team to develop long-term solutions to immediate problems and recurring tasks. • Consistently identifies and codifies best practices to streamline future planning and decision making.	All of "3" plus: • Promotes the establishment of planning processes and systems that are replicated and executed by other department managers

DOMAIN 2: EXECUTION- IT'S ALL ABOUT THE STUDENTS

	Does Not Meet Standard	Partially Meets Standard - 2	Meets Standard - 3	Exemplifies Standard - 4
A) Relentless Pursuit of Results	• Rarely completes work with urgency and quality and/or • Rarely attempts to overcome challenges and obstacles, and often demonstrates patterns of blaming, giving up, or decreasing effort. • Rarely seeks out and incorporates input from others and often prefers to work solo unless absolutely needed	• Inconsistently completes work with the quality and urgency that meets expectations • Inconsistently attempts and succeeds at overcoming challenges and obstacles, but sometimes obstacles are accepted as reasons for lowering the quality or missing deadlines • Inconsistently seeks out and incorporates input from others to improve ideas, decision-making, and deliverables	• Consistently completes work with quality and urgency that meets expectations • Consistently succeeds at overcoming challenges and obstacles to meet goals, deadlines, and deliverables by focusing on results to measure success • Consistently seeks out and incorporates input from others to improve ideas, decision-making, and deliverables	All of "3" plus: • Quality of work far exceeds expectations and deadlines • Inspires others to focus on results and exceed expectations • Pre-empts challenges and obstacles through pro-active analysis
B) Quality of Service	• Rarely checks emails and voicemail and prioritizes responses to school and/or other department needs appropriately, and often receives a follow-up request before an initial response • Rarely identifies the root cause and is able to provide a long term solution resulting in repeated issues and requests • Rarely identifies the appropriate staff to help fulfill requests and solve problems, delaying resolution of request	• Inconsistently checks voicemail and emails and prioritizes response to school and/or other department needs in a timely manner • Inconsistently identifies the root cause and is able to provide long-term solutions, however sometimes after one or two tries • Inconsistently enlists the right staff to fulfill school and/or other Department requests for timely resolution	• Consistently identifies communications (voicemails and emails and text messages) which need immediate attention and prioritizes response to school and/or other department needs in a timely manner • Consistently identifies the root cause and is able to provide long-term solutions the first-time an issue arises in an efficient and timely manner • Consistently enlists the right staff to fulfill school and/or other department requests ensuring all staff are working effectively and collaboratively for an efficient and timely resolution	All of "3" plus: • Responds above and beyond expected timeline (or service level agreement) to other department or school requests • Anticipates customer needs prior to school and/or departments realizing a need exists

C) Supervising the work	• Rarely is able to identify when employees need assistance with their work • Rarely helps employees prioritize and remove roadblocks, as needed • Rarely demonstrates understanding of the specific challenges and nature of the work employees are doing to inform feedback and problem-solving	• Inconsistent in the ability to identify when an employees need assistance with their work Inconsistently helps employees prioritize and remove roadblocks, as needed • Inconsistently demonstrates understanding of the specific challenges and nature of the work employees are doing to inform feedback and problem-solving	• Consistently able to identify when individuals need assistance with their work • Consistently helps individuals s prioritize and remove roadblocks, as needed • Consistently demonstrates understanding of the specific challenges and nature of the work employees are doing to inform feedback and problem-solving	All of 3, plus: • Manager has built the capacity of individual team members to consistently problem-solve on their own
D) Keeps team focused and aligned in terms of goals, strategy, and resources	• Rarely formulates department goal(s) or aligns them with organization's overall priorities • Rarely expends resources (e.g. time, money) on aligned activities, or sometimes lacks a strategy to achieve goals resulting in resources being expended on non-aligned activities	• Inconsistently formulates department goal(s) that are aligned with organization's overall priorities • Manager Inconsistently ensures resources (e.g. time, money) are expended on strategically aligned activities • Manager inconsistently keeps the team laser focused on goals and strategy, even in the midst of multiple demands	• Department goal(s) are consistently aligned with organization's overall priorities • Manager consistently ensures resources (e.g. time, money) are expended on strategically aligned activities • Manager consistently engages team in setting and achieving ambitious, measurable goals and strategy	All of 3 plus • Manager builds team's capacity to develop innovative solutions using available resources (time, budget, feedback) to meet team goals.

DOMAIN 3-COLLABORATION AND COMMUNICATION- GET IT RIGHT

	Does Not Meet Standard	Partially Meets Standard - 2	Meets Standard - 3	Exemplifies Standard - 4
A) Contributes to an environment of honest, open, and respectful dialogue	• Rarely makes communication constructive by showing contextual awareness and understanding of full impact on all stakeholders • Rarely invites input and shows self-awareness; rarely modifies position based on dialogue with others • Rarely respectful or responsive to opposing/ differing perspectives (e.g. shows defensiveness or quickly dismisses)	• Inconsistently makes communication constructive by showing contextual awareness and understanding of full impact on all stakeholders • Inconsistently invites input, shows self-reflection, and modifies position when appropriate based on dialogue with others • Inconsistently respectful and responsive to opposing/differing perspectives, using appropriate tone and non-verbal communication	• Consistently makes communication constructive by being solution oriented and showing contextual awareness and understanding of full impact on all stakeholders • Consistently invites input and modifies position when appropriate based on dialogue with others • Consistently respectful and responsive to opposing/differing perspectives, using appropriate tone and non-verbal communication	All of 3 plus: • Ability to skillfully conduct courageous conversations; models and coaches others to do so • Creates structures and fosters norms for ongoing open dialogue
B) Effective communication	• Rarely tailors length and relevance of message to audience and situation • Rarely displays understanding of who to communicate with, when, and how often, in order to promote open flow of information • Rarely uses skills, such as paraphrasing, confirming understanding, and asking clarifying questions, to successfully discern others' points of view.	• Inconsistently tailors length and relevance of message to audience and situation • Inconsistently displays understanding of who to communicate with, when, and how often, in order to gather feedback and promote open flow of information • Inconsistently uses skills, such as paraphrasing, confirming understanding, and asking clarifying questions, to successfully discern others' points of views	• Consistently tailors length and relevance of message to audience and situation • Consistently exhibits a strong sense of who to communicate with, when, and how often, in order to gather feedback and to promote open flow of information • Consistently uses skills, such as paraphrasing, confirming understanding, and asking clarifying questions, to successfully discern others' points of views	All of 3 plus: • Able to skillfully facilitate group discussions • Actively role models and coaches others to achieve a culture of open communication • Consistently ensures all stakeholders are aware of roles and responsibilities, and performs appropriate follow-up to meet stated goals
MANAGERS ONLY				
C) Set clear expectations	• Rarely do direct reports have or understand department goals/strategic plans* and standards for high quality completion of assignments • Degree of detail provided in instructions often is rarely calibrated to employee competency level	• Inconsistently ensures that direct report has and understands department goals/strategic plans* and standards for high quality completion of assignments • Inconsistently ensures the degree of detail provided in instructions calibrated to employee competency level • Inconsistently ensures that expectations for roles and	• Consistently ensures his/her direct reports understand department goals/strategic plans and standards for high quality completion of assignments • Consistently ensures the degree of detail provided in instructions is calibrated to employee competency level • Consistently ensures that expectations for roles and	All of 3 plus: • Manager shares and models own goals and progress on completion of key tasks/assignments • Manager collaborates with other departments to calibrate performance goals and expectations

		performance standards are communicated and discussed to enable high functioning teams and team members	performance standards are communicated and discussed to enable high functioning teams and team members	
D) Feedback	• Rarely provides feedback which emphasizes the positive and is specific, actionable, and example-based • Rarely provides fair, accurate, and timely feedback grounded in a strong knowledge of employee performance	• Inconsistently provides feedback which emphasizes the positive and is specific, actionable, and example-based • Inconsistently provides fair, accurate, and timely feedback grounded in a strong knowledge of employee performance	• Consistently provides feedback which emphasizes the positive and is specific, actionable, and example-based on this rubric • Consistently provides fair, accurate, and timely feedback grounded in a strong knowledge of employee performance	All of 3, plus: • Mentors others in providing meaningful feedback • Creates structures to facilitate open and ongoing feedback among team members

DOMAIN 4: PROFESSIONAL GROWTH –STRETCH IT

	Does Not Meet Standard	Partially Meets Standard - 2	Meets Standard - 3	Exemplifies Standard - 4
A)-Feedback and Reflection	• Rarely seeks feedback from manager • Rarely receives feedback with openness • Rarely shows evidence of acting on feedback	• Inconsistently seeks feedback from manager • Inconsistently receives feedback with openness • Inconsistently shows evidence of acting on feedback	• Consistently seeks feedback from manager, colleagues, and direct reports on goals or products • Consistently receives all feedback with openness; vocalizes self-reflection which shows internalization of the feedback • Consistently improves performance based on feedback	All of 3 plus: • Engages in structured reflection* • Goes beyond own team for feedback (and shares learning with manager) • Takes proactive steps which improves the quality of feedback one is able to receive (e.g. creating a system or structure which elicits feedback from one's manager or peers)
B) Seeks growth opportunities	• Rarely sets development goals with manager and takes purposeful actions to meet those goals • Rarely seeks opportunities to develop skills, related to development goals	• Inconsistently sets development goals with manager and takes purposeful actions to meet those goals • Inconsistently seeks opportunities to develop skills, related to development goals	• Consistently sets development goals with manager and takes purposeful actions to meet those goals • Consistently seeks opportunities to develop skills, related to development goals	All of 3 plus: • Proactively tracks own progress in measurable/demonstrable ways that is a model used by others in the organization • Manager and direct report share development goals with others as a means of defining how goals drive growth. • Seeks additional opportunities to positively impact other departments and/or the organization at large

C) Fostering development	• Rarely facilitates process to jointly set PD goals with employee • Rarely develops a plan with specific actions that help employee make progress towards goals • Rarely gives assignments that stretch and challenge the employee, when the employee is ready for it; aligned with development goal	• Inconsistently facilitates process to jointly set PD goals with employee • Inconsistently develops a plan with specific actions that help employee make progress towards goals • Inconsistently gives assignments that stretch and challenge the employee, when the employee is ready for it; aligned with development goals	• Consistently facilitates process to jointly set PD goals with employee • Consistently develops a plan with specific actions that help employee make progress towards goals • Consistently gives assignments that stretch and challenge the employee, when the employee is ready for it; aligned with development goals	All of 3, plus: • Through action plans designed by manager and direct report , a direct report makes rapid progress towards development goals as identified by qualitative and quantitative data • Direct reports consistently develop increased self-efficacy with respect to fostering their own development
D) Balanced supervision and availability	• Rarely matches level of direction* (Directing, Coaching, Supportive, Delegating) to direct report need, based on shared perception of competency level • The manager is vaguely aware of direct report's work, so guidance and feedback is of limited usefulness and results often suffer • Direct reports rarely feel a sense of ownership or being supported • The manager is rarely available to direct reports who are in need of assistance	• Inconsistently matches level of direction* (Directing, Coaching, Supportive, Delegating) to direct report need , based on shared perception of competency level • Inconsistently takes the time and attention to become informed about direct report work, enough to provide useful guidance, problem-solving, and developmental feedback and ensure high quality results • Direct reports inconsistently report feeling strong sense of ownership of work and feeling l supported • Inconsistently available for direct reports in need of assistance	• Consistently matches level of direction* (Directing, Coaching, Supportive, Delegating) to the needs of the direct report, based on shared perception of competency level • Consistently takes the time and attention to become informed about a direct reports work, in order to provide useful guidance, problem-solving, and developmental feedback to ensure high quality results • Direct reports consistently report feeling strong sense of ownership of work and well supported	All of 3 plus: • Manager has clearly articulated rationale for degree of decision making autonomy released to direct report, specifically tailored to situation • Manager's approach and style for providing suggestions and guidance maximizes respect for direct report's point of view

DOMAIN 5: MISSION AND CULTURE- TEAMSTRONG

	Does Not Meet Standard	Partially Meets Standard - 2	Meets Standard - 3	Exemplifies Standard - 4
A) Cultivate connection to mission, culture and core values	• Rarely-contributes to activities and conversations which promote the mission and core values of the organization • Rarely holds others accountable for promoting the organization's mission and core values • Rarely takes time to establish rapport with team members.	• Inconsistently contributes to activities and conversations which promote the mission and core values of the organization • Inconsistently holds others accountable for promoting the organization's mission and core values • Inconsistently takes time to establish rapport with team members.	• Consistently contributes to activities and conversations which promote the mission and core values of the organization • Consistently holds others accountable for promoting the organization's mission and core values • Consistently takes time to establish rapport with colleagues throughout the organization	All of 3 plus • Has demonstrated the ability to serve as an example for other teams on how to connect their work to the mission.
B) Acknowledges Success	• Rarely takes time to acknowledge the success of team members and others across the organization	• Inconsistently takes time to acknowledge the success of team members and others across the organization	• Consistently takes time to acknowledge the success of team members and others across the organization	All of 3 plus • Has demonstrated the ability to serve as an example for other teams on how to celebrate successes.
MANAGERS ONLY				
C)Make great hiring decisions	• Rarely plans hiring process to allow sufficient duration for thorough search and enough bandwidth to execute • Rarely fully executes GD best practice hiring process* • Rarely involves team in hiring process and decision • Rarely hires high performers as measured by the GDPS evaluation process	• Inconsistently plans hiring process to allow sufficient duration* for thorough search and enough bandwidth to execute • Inconsistently executes GD best practice hiring process* • Inconsistently involves team in hiring process and decision • Inconsistently hires high performers as measured by the GDPS evaluation process	• Consistently plans hiring process to allow sufficient duration* for thorough search and enough bandwidth to execute • Consistently executes GD best practice hiring process* • Consistently involves self and team in hiring process and decision • Consistently hires high performers as measured by the GDPS evaluation process	All of 3 plus • Personally involved in sourcing multiple candidates for each position • Has demonstrated the ability to serve as an example for other teams in designing a department hiring process that is rigorous and creative

Glossary

The glossary contains terms used in the rubric which have a specific meaning in the context of working at Green Dot; note that the dictionary definition or everyday understanding of these terms may be different. Defining certain key terms and concepts for the Green Dot context is meant to help build a common language at Green Dot about expectations for excellent performance to meet our mission. These terms/concepts may be further expounded in a Resource Guide, which is a separate document that accompanies the Rubric.

Any term in the Rubric marked with an asterisk (*) is defined here.

Calibrated assistance	The directiveness of the assistance provided is accurately calibrated to the direct report's development level with respect to the task (Situational Leadership framework); direct reports consistently reporting that problem-solving and other kinds of assistance with the manager is helpful is a strong indicator of calibrated assistance
Empathic listening	Deeper listening which involves really trying to put yourself in that person's shoes; trying to understand not the literal meaning of what they are saying, but what are the thoughts, feelings, intentions behind what they are saying; typically involves the suspension of one's interior monologue and intense concentration on the other person. Resources for understanding and developing empathic listening skills are included in the Resource Guide.
GD best practice hiring process	Guidelines for hiring process that leads to best probability of making a strong hire for Home Office direct reports; defined fully in the Resource Guide
Green Dot PD Cycle	Joint goal setting, action plan, and reflection and feedback
Level of direction	Related to "calibrated assistance," level of direction refers to varying degrees of directiveness (Directing, Coaching, Supportive, Delegating); these are defined further in training on Situational Leadership Framework and in the Resource Guide
Problem-solving techniques	Taking steps to go beyond one's existing knowledge and informal thought process; examples of problem-solving techniques include pro/con analysis, breaking down a problem into smaller parts, asking others in the organization for input, structuring a collaborative meeting with others to think through a problem.
Department goals/strategic plans	specific, measurable, actionable, realistic, and time bound goals

Structured reflection	Structured reflection could be any reflection process that involves more structure than silently reflecting, though there are varying degrees of structure. Journaling is one example of a reflective activity that could be considered structured reflection. Journaling in response to guiding questions is slightly more structured; so is journaling at a regular interval or in response to a key event that is agreed upon with one's manager. Other examples include a reflective dialogue with your manager or a colleague. More structure is not considered better than less structure per se; it depends on the specific situation and individual. Also, the fact that some kind of structured reflection is seen as valuable to learning doesn't negate the fact that many people derive a great deal of learning from unstructured silent reflection; it's only that most of us do silent reflection naturally and so structured reflection may result in additional insights.
Sufficient duration	Typically at least 3 months; may vary depending on position; further defined in Resource Guide under GD best practices for hiring
Supervisor Coaching	In order for a supervisor provide feedback to a manager on People Management competencies at least two (2) observations and informal feedback must occur in an evaluation cycle
Workstyle preferences	How you prefer to operate and interact with others; working preference which you acknowledge to be mostly a matter of style, not the only way to get things done; includes things like how you operate on email, expectations for meetings, etc.