

## Competency Ratings Description

Competency	Does not meet	Meets	Exceptional
<p><b>Adaptability &amp; Flexibility:</b> Is the ability to adapt to and work effectively within a variety of situations, and with various individuals or groups. Adaptability &amp; Flexibility entails understanding and appreciating different and opposing perspectives on an issue, adapting one's approach as the requirements of a situation change, and changing or easily accepting changes in one's own organization or job requirements.</p>	<p>Consistently unreceptive to change initiatives and unwilling to make an effort to conform to new policies/initiatives. Lacks ability to adapt behavior in accordance with situational demands. Unwilling to accept feedback from others regarding performance.</p>	<p>Effectively interacts with a variety of individuals in an assortment of settings. Can accurately assess situational demands and employ appropriate behavioral response. Embraces new policies/initiatives and encourages others to do likewise. Willingly accepts feedback regarding their performance and actively uses such information to adapt behavior when necessary to improve performance. Appreciates a variety of perspectives.</p>	<p>Always willing to listen to multiple perspectives. Actively seeks input from relevant sources when making decisions and openly encourages a diversity of opinions. Possesses a variety of strategies for solving problems, performing job duties, interacting with others, etc. Consistently alters behavior to effectively respond to situational demands. Constantly solicits feedback from others regarding their performance. Uses performance feedback to effectively alter and improve subsequent performance. Views new challenges as opportunities for improvement and embraces change enthusiastically.</p>
<p><b>Analytical Skills &amp; Problem Solving:</b> Analytical Skills and Problem Solving is understanding a situation, issue, problem, etc., by breaking it into smaller pieces, or tracing the implications of a situation in a step-by-step way. Analytical Skills and Problem Solving includes organizing the parts of a problem, situation, etc., in a systematic way; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.</p>	<p>At times, decisions are hastily made without fully considering the possible consequences. Problem solving efforts are erratic and often not totally effective. Tends to work alone on problems, not soliciting the input of peers or subordinates. The same or similar problems seem to reoccur on a regular basis.</p>	<p>Approaches problem solving in a systematic manner. Identifies all resources available for help and involves peers and subordinates as necessary. Assures proper documentation and follows up to ensure problem does not reoccur. Decisions are well thought out and made in a timely and logical manner.</p>	<p>Displays creativity in seeking solutions to problems and in making decisions. Is able to integrate new ideas with current approaches. Effectively identifies potential problems before they arise and acts on problems in the early stages. Once solved, problems do not arise again and solutions do not create new problems. Makes good decisions with limited but accurate information while working within schedule.</p>
<p><b>Communication Skills:</b> How well does the employee present ideas, concepts and courses of action? Does the employee listen well and ask appropriate questions?</p>	<p>Often fails to make thoughts, ideas and explanations clear to others, speaking and/or in writing. Feedback is typified by the need to reword or elaborate in order to obtain required level of understanding.</p>	<p>Demonstrates oral and/or written communications skills that result in very clear and concise messages and feedback. Very rarely is it necessary to ask employee to explain unclear or ambiguous communications. Exhibits the ability to explain or describe in a manner that is easily understood by most recipients.</p>	<p>Communicates with others effectively, speaking and/or in writing. Possesses and uses vocabulary required to successfully express thoughts, ideas and explanations. Presents comprehensive feedback. Keeps supervisor and co-workers informed.</p>
<p><b>Compliance/Quality of Service:</b> Demonstrates awareness of and stays up to date on legal, policy and procedural requirements. Works to ensure that services provided are consistent with the spirit and content of actual laws, policies and practices. Demonstrates accuracy and thoroughness; monitors own work to ensure quality; corrects mistakes; applies feedback to improve performance. Researches and provides accurate, timely and clearly communicated information, policy interpretations and/or guidance to customers for assigned program areas.</p>	<p>Frequently submits work with errors or on an inconsistent basis and does not seek peer review. Feedback from others on quality of service indicates a need for immediate improvement.</p>	<p>Consistently requests manager and/or peers to review draft(s) of non-routine work. Makes an effort to stay abreast of legal and compliance issues and seeks advice on updating documents, policies, etc. to reflect changes in the law. Feedback on quality of service from others is consistently positive.</p>	<p>Consistently reviews own work and the work of others (as directed) to ensure compliance with the appropriate legal, policy and procedural requirements. Seen as a subject matter expert on compliance and legal issues. Consistently ensures that work is peer reviewed prior to sharing with manager. Feedback reflecting negatively on the employees quality of service is extremely rare.</p>
<p><b>Creativity and Innovation:</b> Comes up with new and unique ideas; easily makes connections among previously unrelated notions; tends to be seen as original and value-added in brainstorming sessions.</p>	<p>Not open to new ideas or ways of solving problems. Demonstrates inflexibility in approach when faced with the prospect of change.</p>	<p>Often generates new ideas and suggestions for improvement. Willing to accept ideas from others. Open to new ways of doing things.</p>	<p>Consistently challenges the status quo in the spirit of improving methods, products, procedures, and/or technologies. Willing to seek to go beyond traditional solutions despite obstacles or resistance.</p>
<p><b>Customer Service Orientation:</b> Customer Service Orientation is focusing one's efforts on discovering and meeting the customer's needs. This includes being able to develop trust in all relationships and adds to the level of trust in the university. Customers include, but are not limited to internal and external associates, peers, colleagues, community members, students, faculty, external agencies or anyone that the person is trying to help.</p>	<p>Often appears indifferent to customer concerns. Provides minimal response to customers. While not necessarily discourteous, displays only the basics in the way of consideration for customer needs.</p>	<p>Responds in a timely, courteous and informed manner to customer inquiries and concerns. When an immediate response is not possible, provides necessary follow-up and keeps customer informed.</p>	<p>Goes out of his or her way to ensure customer satisfaction. Processes both routine and non-routine customer inquiries and concerns in ways that result in a high degree of customer satisfaction. Goes beyond basic inquiry to learn of and respond to relevant issues that may not necessarily be apparent initially.</p>

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<p><b>Initiative:</b> Initiative refers to the identification of a problem, obstacle or opportunity and taking action in light of this identification to address the current or future problems or opportunities. Initiative should be seen in the context of proactively doing things and not simply thinking about future actions. The time frame of this scale moves from addressing current situations to acting on future opportunities or problems.</p>	Unwilling to take action without being first told to do so by a peer or supervisor. Waits for others to take action first. Requires high levels of supervision to effectively complete job duties.	Frequently takes action without being asked or told by a peer or supervisor. Persistent in overcoming obstacles. Consistently produces quality work under minimal supervision.	Consistently demonstrates ability and willingness to seize opportunities and resolve problems. Sees what needs to be done and takes appropriate action. Significantly exceeds expectations on all tasks with minimal supervision.
<p><b>Interpersonal Skills:</b> Builds positive and professional working relationships. Demonstrates courtesy, tact, respect, and an overall genuine interest in the success and welfare of others. Effectively handles stressful situations.</p>	Has difficulty building and maintaining good working relationships with others. Demonstrates lack of sensitivity toward others. Avoids stressful situations.	Builds and maintains successful working relationships with others. Shows respect for others. Deals calmly and effectively with stressful situations.	Builds and maintains outstanding working relationships with others. Consistently demonstrates the highest level of understanding, courtesy, tact, empathy, and concern in all interactions. Excellent at managing stressful situations.
<p><b>Job Knowledge &amp; Technical Competence:</b> How well does the employee demonstrate sufficient understanding and proficiency in the technical, managerial and organizational aspects of the job?</p>	Shows a basic lack of understanding of how to perform routine assignments, even after repeated orientation. Frequently requires assistance from supervisor or others in order to complete task due to lack of knowledge of applicable procedures.	Demonstrates thorough understanding of all procedures and processes required to effectively perform all assignments. Very rarely needs help regarding how to execute a given assignment. When new procedures or processes are introduced, learns quickly and begins efficient application.	Possesses job knowledge that is well beyond normally acceptable as demonstrated thorough understanding of how to perform regular work assignments as well as how those assignments relate to other areas. Serves as resource to others regarding work processes and procedures. Continuously strives to further improve job knowledge.
<p><b>Mission, Business &amp; Strategic Plan:</b> Demonstrates a clear understanding of the missions and business plans of Virginia Tech and the department. Understands department services, priorities and strategic plans, and understands how his/her job impacts business results. Completes work to desired results in support of department mission, goals, business and strategic plans. Acquires and applies professional/technical knowledge, skills, experience and judgment to accomplish results, serve customers better and contribute to the department's mission and goals.</p>	Cannot provide an adequate explanation of department mission and strategy when asked. Shows no desire to know and understand departmental goals and strategy. Appears to work independent of established department mission. Unwilling to comply with requests pertaining to departmental goals and strategy.	Demonstrates a thorough understanding of key goals and mission of department. Understands how their professional/technical knowledge, skills, and experience can be applied to fulfill department mission and goals and seeks to develop professional/technical skills to support the mission of the department.	Consistently demonstrates knowledge and support of the mission and business plans of the department through the planning and delivery of work/services. Serves as a model in assisting others to ensure that there is an ongoing focus on the strategic goals and mission. Dedicated to developing themselves to ensure they have the requisite skills for delivering results.
<p><b>Results Orientation:</b> How well is the employee attuned to the importance of accomplishing goals and objectives?</p>	May tend to lose sight of desired end results by becoming too immersed in project or process detail. Often loses track of and therefore is unable to communicate progress or lack thereof. Tends to lose sight of the big picture.	Always has a comprehensive picture of the end results desired. Is goal orientated and effectively prioritizes the channeling of available resources. Keeps supervisor informed of progress and results on a regular basis. Effectively follows up to ensure objectives are met.	Pushes the limits of his or her job toward the achievement of goals. Makes sound judgments about when and where to take risks in order to obtain results. Impacts and influences others in promoting his or her point of view. Reacts immediately and effectively to changes in plans and priorities. Shows exceptional ability when forced to manage through a crisis situation.
<p><b>Time Management:</b> How well does the employee manage their time to ensure that deadlines are met and priorities receive due consideration?</p>	Consistently fails to meet deadlines. Unable to prioritize effectively and appear unable to allocate time appropriately.	Always ensures that most important projects/tasks receive primary consideration. Is always on-task and working towards completing important job responsibilities. Rarely misses a deadline.	Consistently prioritizes projects/task effectively by allocating time appropriately. Consistently meets deadlines.
<p><b>Work Habits</b> How well does the employee organize and execute assignments? To what degree is ongoing supervision/monitoring required to ensure that work is properly completed? How well does the employee demonstrate self discipline and reliability relative to work to be performed?</p>	Work performed is often not acceptable and must be redone by employee and/or others. Employee is generally perceived as unreliable and requires almost constant supervisory monitoring of work in progress and checking of results.	Always performs assigned tasks as directed. Often completes tasks ahead of schedule and provides assistance to others. Understands and demonstrates the ability to effectively prioritize assignments to make the most efficient use of time and resources.	Consistently accepts responsibility for assigned work and performs tasks as directed. Ensures that results are complete and meet expectations prior to beginning a new assignment.

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<p><b>Developing Others:</b> Taking actions to teach and guide another toward learning resources, in order to broaden his or her skill set and understanding as necessary for advancement to greater levels of proficiency and/or responsibility.</p>	<p>Subordinate development plans are inadequately constructed and are normally seen as an afterthought, characterized only by superficial efforts on the part of the supervisor. Subordinate staff may complain of the lack of opportunity to expand their purview as it relates to their job.</p>	<p>Can identify specific strengths and weakness of each subordinate. Manages work load so that subordinates are given the opportunity to improve in required areas. Constructs and continually updates a comprehensive development plan for each subordinate. Understands the concept of and applies constructive discipline where warranted.</p>	<p>Has acquired the reputation of a people developer as reflected by the competence and versatility of staff. Results of development efforts are clearly observable and measurable. Usually more than one staff member is capable of filling in during supervisors absence. Devises and applies unique and challenging means for employees to learn new skills and to demonstrate acquired ones. Advice on development issues is sought by peers.</p>
<p><b>Engagement</b> How well is the employee committed to the organization and its goals?</p>	<p>Does not appear to have any vision regarding future goals and plans for subordinates. Unable to communicate goals and plans clearly to motivate employees. Appears to be incapable of altering strategies and behaviors to model adaptability. Fails to challenge employees to achieve high levels of performance.</p>	<p>Regularly emphasizes the importance of achieving a shared vision of the future and defines what that vision is. Is capable of challenging employees to reach their fullest potential. Adapts effectively to challenging situations when necessary.</p>	<p>Consistently motivates employees by clearly communicating the goals and strategies of the department in a compelling manner. Successfully influences others by talking openly and enthusiastically about the future goals of the department. Optimistically embraces challenges and effectively adapts to situational demands. Consistently challenges employees to aspire to their highest possible levels of performance.</p>
<p><b>Diversity Commitment:</b> the ability to understand and value the practices, customs, values and norms of other individuals, groups and cultures. It goes beyond what is required by state and federal equal employment opportunity (EEO) regulations to include the ability to value different points-of- view and recognize the improved outcomes that occur when individuals from different backgrounds or perspectives interact. It includes seeing others' differences as a positive part of the organization. It also means being able to work well with a wide variety of people representing different backgrounds, cultures and socio-economic levels. Diversity commitment also encompasses efforts to support supplier diversity through selection of certified small, woman-owned and minority owned firms for university business, if supplier selection is a job responsibility.</p>	<p>Makes negative comments about characteristics such as age, color, disability, gender, group identity, sexual orientation or veteran status, or treats people disrespectfully on the basis of any of these characteristics.</p>	<p>Takes advantage of diversity-related trainings or other activities, and takes opportunities to increase awareness and understanding of diversity. Always respectful to others.</p>	<p>Demonstrates leadership in diversity-related activities. Appropriately confronts or corrects negative behavior or comments of others based upon characteristics such as age, color, disability, gender, group identity, sexual orientation or veteran status. Assists members of underrepresented groups to be successful.</p>
<p><b>Maintaining a Safe &amp; Secure Work Environment:</b> University Policy 1005, Health and Safety Policy, was issued in January 2001. The policy states, "At Virginia Tech, safety is everyone's responsibility. All members of the university community are expected to be thoroughly familiar with their safety responsibilities, strive to follow safety practices at all times, act proactively to prevent accidents and injuries, communicate hazards to supervisors, and be prepared for emergencies that may occur in the workplace."</p>	<p>Shows little or no interest in safety efforts. Rarely complies with safety procedures. Disregards management requests to improve safety behavior. Frequently engages in un-safe work place behaviors that put self and others at risk. Does not value safety training and is hostile towards suggestions to improve safety related behavior.</p>	<p>Has a good understanding of relevant safety policies and consistently adheres to these policies. Is cooperative in establishing a safety oriented climate. Demonstrates concern for preventing accidents and injuries. Willingly complies with safety initiatives. Attends safety training. Is willing to discuss how safety can be improved when asked. Displays a positive attitude towards safety issues.</p>	<p>Demonstrates a complete understanding of relevant safety polices and/or practices and applies as appropriate. Always follows established safety procedures and encourages co-workers to adopt safety related behaviors and enthusiastically supports safety initiatives. Takes opportunities to train co-workers as appropriate. Prevents accidents and injuries by immediately reporting potential hazards to supervisors and co-workers. Attends all safety training programs that they have identified as necessary to increase their knowledge and skills in specific areas. Makes recommendations for safety improvements that are implemented.</p>
<p><b>Teamwork:</b> Implies the intention to work cooperatively with others, to be a part of a team, to work together, as opposed to working separately or competitively. Teamwork may only be considered when the subject is a member of a group of people functioning as a team, generally where he or she is not the leader. "Team" is broadly defined as any task or process-oriented group of individuals.</p>	<p>Shows little or no interest in group efforts. Rarely demonstrates active participation in group interaction. Not perceived as a team player.</p>	<p>Contributes meaningfully to work group efforts by offering new ideas for improvement, sharing knowledge and otherwise demonstrating a cooperative manner in dealing with supervisors and coworkers. Does his or her part toward group efforts.</p>	<p>Offers ideas for improvement; contributes to group work; efforts are well received and normally result in process improvements and productivity. Consistently volunteers to help others within work group as work schedule permits. Contributes positively to resolution of conflict or problem encountered.</p>