

U.Va. Key Competencies with Definitions and Behaviors by Proficiency Level

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**Note: To prepare for a transition to the new Workday system later in 2018, some changes have been made to the performance templates in an effort to simplify the form and focus attention on performance goals for the coming year. The Development Plan and Competency sections have been removed. You may still use Competency information to inform writing of goals.**

#	UVA Key Competency Name	UVA Key Competency Definition		
1.	<b>Accountable for Results</b>	Takes responsibility for accomplishing goals and achieving quality results. Follows through on commitments; is always there in the clutch.		
		<b>Unsatisfactory</b>	<b>Effective</b>	<b>Exceptional</b>
		<ul style="list-style-type: none"> <li>Does not set, accept or achieve challenging goals</li> </ul>	<ul style="list-style-type: none"> <li>Sets, accepts, and achieves challenging goals</li> </ul>	<ul style="list-style-type: none"> <li>Seeks out new goals and exceeds them</li> </ul>
		<ul style="list-style-type: none"> <li>Makes incomplete or unrealistic commitments; needs frequent reminders to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>Makes realistic commitments and follows through</li> </ul>	<ul style="list-style-type: none"> <li>Takes calculated risks that achieve quality results</li> </ul>
		<ul style="list-style-type: none"> <li>Demonstrates a lack of thoroughness or accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates clear standards for quality results; maintains timeliness and quality</li> </ul>	<ul style="list-style-type: none"> <li>Encourages and supports others to take responsibility for results; is a role model for others</li> </ul>
		<ul style="list-style-type: none"> <li>Does not complete tasks when problems arise; gives up at the first obstacle</li> </ul>	<ul style="list-style-type: none"> <li>Effectively completes tasks even when obstacles come up</li> </ul>	<ul style="list-style-type: none"> <li>Remains effective in the face of significant and/or long term obstacles</li> </ul>
		<ul style="list-style-type: none"> <li>Rarely asks questions needed to accomplish tasks</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions needed to accomplish tasks</li> </ul>	<ul style="list-style-type: none"> <li>Models openness and transparency in sharing information</li> </ul>
2.	<b>Balanced Decision-making</b>	Makes effective decisions in a timely manner, sometimes with incomplete information and under tight deadlines and pressure; uses a mixture of analysis, wisdom, experience, and judgment.		
		<b>Unsatisfactory</b>	<b>Effective</b>	<b>Exceptional</b>
		<ul style="list-style-type: none"> <li>Does not actively participate in the decision-making process</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the need for a decision and gathers related information</li> </ul>	<ul style="list-style-type: none"> <li>Sought out by others for advice on decision-making</li> </ul>
		<ul style="list-style-type: none"> <li>Frequently bases conclusions on little or no input from others</li> </ul>	<ul style="list-style-type: none"> <li>Involves and informs others; listens to different ideas</li> </ul>	<ul style="list-style-type: none"> <li>Encourages information analysis and exchange; creates a supportive environment where diverse views can be explored</li> </ul>
		<ul style="list-style-type: none"> <li>Does not effectively analyze information or alternatives</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes information and considers available alternatives</li> <li>Makes consistently effective decisions in environments of complexity, ambiguity and uncertainty</li> </ul>	<ul style="list-style-type: none"> <li>Uses models and tools that improve the decision making process</li> </ul>
		<ul style="list-style-type: none"> <li>Does not make timely or effective decisions</li> </ul>	<ul style="list-style-type: none"> <li>Makes timely decisions that improve or resolve issues</li> </ul>	<ul style="list-style-type: none"> <li>Takes balanced risks with alternative perspectives that redefine current thinking and practices</li> </ul>
		<ul style="list-style-type: none"> <li>Once a decision is reached, actions do not support it</li> </ul>	<ul style="list-style-type: none"> <li>Once a decision is reached, actively supports it</li> </ul>	<ul style="list-style-type: none"> <li>Once a decision is made, serves as its advocate and leader</li> </ul>

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3.	<b>Develops Self and Others</b>	Continually strives to develop work skills. Identifies and pursues learning and career development goals. Effectively applies new learning and development in daily work and career progression.		
		<p style="text-align: center;"><b>Unsatisfactory</b></p> <ul style="list-style-type: none"> <li>• Does not actively participate in annual Learning &amp; Career Development Action Plan process</li> </ul>	<p style="text-align: center;"><b>Effective</b></p> <ul style="list-style-type: none"> <li>• Actively participates in annual Learning and Career Development Action Plan process</li> </ul>	<p style="text-align: center;"><b>Exceptional</b></p> <ul style="list-style-type: none"> <li>• Has a long-term career development plan; supports others to do the same</li> <li>• Aligns annual Learning and Career Development Action Plan with long-term career goals and supports others to do the same</li> </ul>
		<ul style="list-style-type: none"> <li>• Participates in few, if any, learning or career development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participates in formal and on the job learning or career development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively identifies needs for development and seeks out formal and on the job learning or career development opportunities</li> <li>• Has a history of success developing others</li> </ul>
		<ul style="list-style-type: none"> <li>• Unwilling to work projects unfamiliar or outside of one's comfort zone, when necessary to develop work skills</li> </ul>	<ul style="list-style-type: none"> <li>• Willing to take on work that builds new work skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers for "stretch" assignments in different or challenging areas to develop new or more proficient skills</li> <li>• Consistently seeks feedback from others to improve</li> </ul>
		<ul style="list-style-type: none"> <li>• Does not or rarely applies knowledge learned to practical use in daily work</li> </ul>	<ul style="list-style-type: none"> <li>• Applies new skills or knowledge to practical use in daily work</li> </ul>	<ul style="list-style-type: none"> <li>• Serves as a mentor/coach in area/s of expertise to someone in the organization</li> <li>• Uses a mix of selecting talent and developing it to support the needs of the department</li> </ul>
4.	<b>Strategic Focus</b>	Understands the University's long-term objectives and focuses current activities on what is critical to achieving aligned goals for self, Department/School and the University and eliminating non-valued added activities.		
		<p style="text-align: center;"><b>Unsatisfactory</b></p> <ul style="list-style-type: none"> <li>• Does not understand own role in achieving larger Department/School and University objectives</li> </ul>	<p style="text-align: center;"><b>Effective</b></p> <ul style="list-style-type: none"> <li>• Understands own role in achieving larger Department/School and University objectives</li> </ul>	<p style="text-align: center;"><b>Exceptional</b></p> <ul style="list-style-type: none"> <li>• Develops and articulates a clear, concise individual or Department/School strategy that includes the broader University-wide perspective</li> <li>• Sets and implements goals and activities that support the strategy</li> </ul>
		<ul style="list-style-type: none"> <li>• Does not or rarely aligns daily work activities and resources to support organizational strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Aligns daily work activities and resources to support organizational strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Aligns individual or Department/School activities or operations to better meet long-term objectives, even it results in unpopular or difficult decisions in the short-term.</li> </ul>
		<ul style="list-style-type: none"> <li>• Fails to stay informed about long-term University objectives and information that affects individual job and Department/Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Stays up-to-date on long-term University objectives and information that affects individual job and Department/Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Sought out as a trusted resource to inform others about long-term University objectives and information that affects individual jobs and Department/Schools</li> </ul>
		<ul style="list-style-type: none"> <li>• Future implications not considered when making plans, considering decisions and taking action</li> </ul>	<ul style="list-style-type: none"> <li>• Thinks about future implications when making plans, considering decisions and taking action</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes having a strategic, future perspective among peers, management and constituents – and walks the talk</li> </ul>
		<ul style="list-style-type: none"> <li>• Disregards trends; does not develop plans for future opportunities or problems</li> </ul>	<ul style="list-style-type: none"> <li>• Notices trends and develops plans to prepare for future opportunities or problems</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies patterns or connections that are not obviously related and uses them to address key opportunities and problems that affect Department/School or University objectives</li> </ul>

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5.	<b>Teamwork</b>	Develops and uses collaborative relationships to build informal or formal teams and accomplish team goals.		
		<b>Unsatisfactory</b>	<b>Effective</b>	<b>Exceptional</b>
		<ul style="list-style-type: none"> <li>Does not involve and support all team members; does not share credit for good ideas and successes</li> </ul>	<ul style="list-style-type: none"> <li>Involves and supports all team members; shares credit for good ideas and successes</li> </ul>	<ul style="list-style-type: none"> <li>Creates a feeling of success, belonging and positive team spirit – people want to be on a team with this employee; defines success in terms of the whole team</li> </ul>
		<ul style="list-style-type: none"> <li>Does not collaborate in setting responsibilities, roles or structures</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates to set responsibilities, roles and/or structures that lead to team success</li> </ul>	<ul style="list-style-type: none"> <li>Recognized as an expert in developing collaborative team responsibilities, roles and structures; asked to consult/train others</li> </ul>
		<ul style="list-style-type: none"> <li>Devalues members’ abilities; slows down reasonable progress; does not trust the team to perform</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges team members’ abilities and supports their decisions; trusts the team to perform</li> </ul>	<ul style="list-style-type: none"> <li>Keeps team performance and morale high even during times of heavy workload or pressure</li> </ul>
		<ul style="list-style-type: none"> <li>Does not give or accept feedback; provides feedback that is not relevant or is inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>Appropriately gives and receives feedback from team in order to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>Recognized as a mentor and role model for appropriately giving and receiving feedback</li> </ul>
		<ul style="list-style-type: none"> <li>Withholds information and/or expertise from the team</li> </ul>	<ul style="list-style-type: none"> <li>Willingly shares expertise and important or relevant information with team members</li> </ul>	<ul style="list-style-type: none"> <li>Coaches team members to share information and expertise to achieve team goals</li> </ul>
		<ul style="list-style-type: none"> <li>Does not help others; does not ask for help or rejects offers of help to achieve team goals</li> </ul>	<ul style="list-style-type: none"> <li>Offers help to team members; accepts help when offered to achieve team goals</li> </ul>	<ul style="list-style-type: none"> <li>Encourages and supports team members to offer and ask for help; develops ways to improve support to strengthen team capabilities</li> </ul>
		<ul style="list-style-type: none"> <li>Participates only to serve self-interests and individual goals at the expense of team goals</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to meeting the goals of the team</li> </ul>	<ul style="list-style-type: none"> <li>Actions demonstrate commitment to achieving team’s goals over individual goals</li> </ul>
6.	<b>Uncommon Integrity</b>	Trusted, authentic, self-aware, above reproach. Operates by and adheres to the University’s core values and holds others accountable for them. Interacts with others in a way that gives confidence in self and the organization. Acts in the University’s best interests and puts that interest above personal gain or unit or office. Works within the limits of authority to achieve goals.		
		<b>Unsatisfactory</b>	<b>Effective</b>	<b>Exceptional</b>
		<ul style="list-style-type: none"> <li>Has trouble keeping agreed upon confidences</li> </ul>	<ul style="list-style-type: none"> <li>Keeps confidences; is widely trusted</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge wisely; works to prevent breaches in confidences; stops rumors</li> </ul>
		<ul style="list-style-type: none"> <li>Consistently blames others for own mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and admits mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Takes action to correct mistakes and helps others learn from them</li> </ul>
		<ul style="list-style-type: none"> <li>Presents information in a manner that is counterproductive</li> </ul>	<ul style="list-style-type: none"> <li>Presents truthful and honest information in a manner that is helpful and constructive</li> </ul>	<ul style="list-style-type: none"> <li>Has the courage to address difficult issues in an appropriate manner</li> </ul>
		<ul style="list-style-type: none"> <li>Consistently acts in a manner that does not support the University values and mission</li> </ul>	<ul style="list-style-type: none"> <li>Stands up for beliefs when they are in the University’s best interest</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and outwardly supports the University’s values &amp; mission</li> </ul>
		<ul style="list-style-type: none"> <li>Does not adhere to University policies &amp; procedures</li> </ul>	<ul style="list-style-type: none"> <li>Complies with the letter &amp; spirit of laws, regulations, and University policies &amp; procedures</li> </ul>	<ul style="list-style-type: none"> <li>Identifies ethical dilemmas and conflicts of interest and takes action to avoid and prevent them</li> </ul>
<ul style="list-style-type: none"> <li>Does not follow through on promises and commitments</li> </ul>	<ul style="list-style-type: none"> <li>Walks the talk; keeps promises</li> </ul>	<ul style="list-style-type: none"> <li>Creates an environment of trust; is a role model</li> </ul>		

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7.	<b>Works with Passion</b>	Is actively engaged in the work of the University and operates in positive ways to support University goals. Demonstrates deep regard for University history, mission, core values and commitments when working and interacting with others.		
		<b>Unsatisfactory</b> Actions do not demonstrate that U.Va.'s mission, traditions and commitments are considered in daily work	<b>Effective</b> Is aware of U.Va.'s mission, traditions and commitments and considers them in daily work	<b>Exceptional</b> Preserves and is sought out to educate others about the University history, mission, core values and commitments
		Does not demonstrate respect for University resources	Demonstrates respect for University resources	Demonstrates superior stewardship of University resources
		Work activities do not support University goals or the community	Work activities support the University's goals and the community	Reflects U.Va.'s best intentions in all work interactions; considered an ambassador for the University
8.	<b>Ability to Conceptualize</b>	Mentally assembles diverse pieces of information and grasps their significance as a coherent, meaningful whole.		
		<b>Unsatisfactory</b> Does not combine analysis and strategy to produce ideas or decisions	<b>Effective</b> Combines analysis and strategy to produce ideas or decisions	<b>Exceptional</b> Inspires consensus and buy-in to strategy and new ideas
		Does not understand how various elements fit together in ways that can be explained and understood by others	Understand how various elements fit together in ways that can be explained and understood by others	Provides framework to translate big ideas into action
		Fails to use analytical skills to generate a range of solutions to problems	Uses analytical skills to generate a range of solutions to problems	Leads others around top priority solutions to complex problems
		Fails to see or understand the path forward	Sees and understands the path forward	Maps out a plan for the future; brings team members along toward a common goal
		Fails to effectively translate complex ideas for a variety of audiences	Can effectively translate complex ideas for a variety of audiences	Anticipates future consequences and trends and aligns work and people around new strategy
9.	<b>Adaptability</b>	Effectively adjusts to changes in work processes and environment and alters behavior to align with evolving situations. Openly receives new ideas and accepts other perspectives.		
		<b>Unsatisfactory</b> Unwilling to change; interferes or interrupts group progress	<b>Effective</b> Open-minded and receptive to change; focuses on the benefits of change	<b>Exceptional</b> Treats change as an opportunity for learning and growth; acts as a champion for change
		Unwilling to take action in the face of uncertainty	Can decide and act, when necessary, without having the whole picture	Helps others deal with uncertainty; makes the picture clear
		Unwilling to take a chance on the unknown	Can shift gears comfortably; enjoys the challenge of unfamiliar tasks or ways of doing things	Quickly masters the new ideas; helps others to take on new challenges
		Not open to new ideas and opinions; may be unwilling or unable to adapt behaviors	Open to new ideas & opinions; willingly accepts new ideas & opinions and changes behaviors accordingly	Actively seeks a diversity of ideas and opinions; able to take the best ideas of others and apply them to the situation

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10.	<b>Builds Partnerships</b>	Invests in the development of strategic internal and external partnerships; collaborates to reach productive agreements and foster goodwill.		
		<b>Unsatisfactory</b> Does not willingly seek or build partnerships	<b>Effective</b> Identifies key relationships to be developed or strengthened	<b>Exceptional</b> Develops strong relationships across disciplines and hierarchies
		Guards information closely; builds walls instead of bridges	Exchanges information with partners to build relationships and solve potential problems	Identifies opportunities to break down silos
		Is disinterested in supporting other departments' or areas' work	Collaboratively works to meet the needs of own and partner's areas	Works in conjunction with partners to achieve goals for the greater good of the University; is willing to abandon own goals if necessary
		Works with blinders on; doesn't understand, or is unconcerned about the impact of actions on others	Understands the effects of own area's actions and decisions on partners	Initiates dialogue to carefully consider the impact of actions on other individuals and areas; is proactive rather than reactive
11.	<b>Communicates Effectively</b>	Clearly conveys information and ideas to individuals and groups through a variety of communications modes, including formal presentations. Practices attentive and active listening; synthesizes information from multiple resources and incorporates it into current discussion content.		
		<b>Unsatisfactory</b> Talks more than listens; formulates a response instead of hearing others' points and information	<b>Effective</b> Listens more than talks; tries to understand others before responding	<b>Exceptional</b> Demonstrates active listening skills; solicits, listens, and acts on input from others
		May be unclear or provide information too early, too late, or ambiguously	Organizes and presents information in a logical sequence and in a timely manner	Sees and communicates patterns and connections between new information and current processes
		Hoards information, neglects to update necessary individuals or provides updates too frequently and when not necessary	Keeps employees/manager/team members informed on a regular and consistent basis about progress and problems	Actively seeks information and willingly shares it, anticipating problems
		Overuses a single form of communication, e.g., email, or overuses an inappropriate form of communication	Chooses the appropriate mode of communication and adheres to accepted conventions	Demonstrates expertise with multiple modes of communication; alters approach, as needed, for different audiences.
12.	<b>Creativity and Innovation</b>	Uses the imagination to create something new or different, such as work products, inventions, works of art, or performances. Identifies new and different approaches or solutions to situations, problems and opportunities.		
		<b>Unsatisfactory</b> Fails to identify the need for new and different approach or solution to situation when one is required	<b>Effective</b> Identifies the need for new and different approach or solution to situation when one is required	<b>Exceptional</b> Understands the value of continuous improvement and seeks information to facilitate the growth of new ideas
		Does not conceptualize new or different ways of doing things; resists new ideas	Receptive to new ideas; able to provide new approaches to situations	Thinks "out of the box"; consistently comes up with unique ideas
		Quick to discredit the creative efforts of others and does not foster an atmosphere of collaboration	Brainstorms well with others; respectful of other's ideas	Creates an atmosphere or climate that is open to ideas. Consistently refines and/or builds on the ideas of others
		Wastes time on ideas that will not work or are unrelated to the task at hand	Able to identify several alternatives, approaches, product options, or adaptations of current processes for use when necessary.	Projects how potential ideas may play out and is able to identify and then choose the best idea for the circumstance.

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		Focused on the routine; close-minded to new approaches	Challenges the status quo; Looks toward the future	Dares to fail and allows others to fail; Is a risk-taker while continuing to respect future needs of the unit or organization
13.	<b>Critical Thinking</b>	Practices objective rather than subjective modes of reasoning and action. Maintains perspective when assessing qualitative and quantitative information. Appropriately challenges and questions common beliefs.		
		<b>Unsatisfactory</b> Approaches problem solving in a disorganized subjective manner	<b>Effective</b> Uses objective information to approach problem-solving	<b>Exceptional</b> Uses data to predict and address hidden problems; able to solve the most complex problems
		Does not look at issues from multiple perspectives	Looks at issues and solutions from multiple perspectives; balances qualitative and quantitative information	Can easily anticipate and pose future scenarios to address issues and solutions and respond accordingly
		Draws conclusions without conducting a thorough analysis	Looks beyond the obvious; doesn't stop at the first answer	Sees the "big picture"; finds answers that support strategic goals
		Tied to common beliefs, even when not supported by data	Able to challenge common beliefs through careful analysis	Proactively uses rigorous analysis to challenge common beliefs, and provide innovative solutions
14.	<b>Delegates-Shares Responsibility</b>	Appropriately allocates decision-making authority and/or task responsibility to others; maximizes the use of individual resources to increase organizational effectiveness.		
		<b>Unsatisfactory</b> Does most things by him/herself; conversely, may over-delegate or leave tasks to others	<b>Effective</b> Delegates/shares responsibility and accountability for tasks and decisions	<b>Exceptional</b> Seeks opportunities to delegate/share responsibility and accountability for all team members
		Keeps knowledge and expertise to himself/herself	Willingly shares knowledge and expertise with others	Seeks out ways to share knowledge and expertise that supports the strengths and interests of others and encourages development
		Does not want to or know how to empower others; may delegate/share some tasks, but not pass on decision-making authority, or set guidelines or parameters	Willingly empowers others by delegating/sharing tasks and decision-making authority.	Ensures that employees can be successful; provides clear information and tools
		Controls a person or a situation by paying extreme attention to small details or by finishing the work assigned to others	Trusts people to perform and finish assignments	Actively provides support without removing responsibility; is a teacher & mentor; expresses confidence in the individual
		Takes credit for the work of others	Recognizes the accomplishments of others	Finds ways for employees & colleagues to succeed and be recognized
15.	<b>Facilitates Change</b>	Recognizes and fosters the implementation and acceptance of constructive change within the workplace.		
		<b>Unsatisfactory</b> Rarely seeks information about change initiatives	<b>Effective</b> Understands and is able to articulate the value of specific change initiatives	<b>Exceptional</b> Sustains and reinforces change vision, creating milestones and symbols to rally support
		Establishes barriers to change	Listens actively to others and presents own ideas for a balance of perspective	Recognizes barriers to change and works pro-actively to remove impediments
		Does not alter behavior when faced with change	Seeks role models exhibiting change behaviors and similarly adapts self	Persistent; models change behavior through consistent words and actions in support of the change

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		Does not recognize or foster an atmosphere of change	Challenges the status quo	Creates a sense of urgency with regard to change; is able to clearly define the business value or imperative for change
		Consistently resists and is disruptive to change process	Acts as an advocate for change leaders	Motivates people to change through interpersonal influence; leads by example
16.	<b>Gains Commitment</b>	Effectively explores alternatives and positions to facilitate agreements with the support and acceptance of all parties. Uses appropriate interpersonal styles and strategies to gain acceptance of ideas or plans.		
		<b>Unsatisfactory</b> Focused on getting own point across without considering others	<b>Effective</b> Demonstrates good listening skills	<b>Exceptional</b> Uses interpersonal styles to gain the trust of all parties
		Allows conflict to derail forward progress	deals effectively with conflict; able to settle differences between others	Skillfully diffuses attack, contention, and non-negotiable issues
		Poor negotiator; May give in too easily, just to gain agreement; conversely, may leave bad feelings	Reaches agreements without damaging relationships	Skillfully negotiates the toughest situations with internal and external groups
		Does not seek common ground	Finds "win-win" solutions	Consistently finds creative solutions to the most difficult problems
		Undermines internal and/or external support once an agreement has been reached	Gains internal and/or external support once an agreement has been reached	Champions the agreement or plan, and motivates others to be champions
17.	<b>Impact</b>	Consistently displays professionalism and confidence; creates a positive first impression as an individual and as a representative of the University.		
		<b>Unsatisfactory</b> Does not establish positive relationships with customers or coworkers	<b>Effective</b> Establishes positive relationships with customers & coworkers	<b>Exceptional</b> Establishes positive relationships with senior managers, customers and the general employee population
		Loses composure easily	Maintains composure when dealing with others	Maintains composure even in the most difficult situations
		Is more committed to own needs vs. those of others	Is dedicated to meeting the expectations and requirements of internal and external customers	Skillfully handles the criticisms, complaints, and special requests of customers
		Doesn't meet the minimum standards and expectations of internal and external customers	The feedback from customers & coworkers is almost always positive	Consistently builds effective relationships with customers & coworkers, and gains their trust and respect
18.	<b>Individual Efficiency</b>	Effectively manages time and resources to ensure that individual work is completed efficiently.		
		<b>Unsatisfactory</b> Unable to prioritize own work tasks	<b>Effective</b> Understands what's critical and what's not; able to prioritize	<b>Exceptional</b> Links individual tasks to larger strategic goals, without losing sight of the little things
		Gives up too easily in the face of obstacles	Able to eliminate roadblocks as they arise	Anticipates roadblocks; plans and takes action to handle them; helps others remove similar obstacles
		Disorganized, wastes time; may be unable to say no	Uses time efficiently & effectively; focuses on the priorities	Gets more done in less time than others; can attend to multiple priorities

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		Doesn't have or follow a plan; may rely too much on self; conversely, may push tasks off on others	Plans the work & works the plan; ensures that resources and time are available to complete individual tasks; works to avoid conflicts	Can orchestrate complex projects to achieve a goal; takes advantage of available resources to complete work
19.	<b>Interpersonal Versatility</b>	Succeeds in understanding others. Is open and skilled in using one's interpersonal style to meaningfully interact with others, including empathy, humility and patience. Demonstrates tolerance and civility when engaging with employees, colleagues and customers.		
		<b>Unsatisfactory</b> Does not build relationships easily; May be seen as unapproachable or insincere	<b>Effective</b> can interact effectively with a variety of people in the workplace; puts others at ease	<b>Exceptional</b> Easily relates to, and is convincing to a wide variety of people; highly regarded
		Is threatened by others' strengths, or takes advantage of others' weaknesses	Recognizes and understands the strengths and weaknesses of others	Recognizes, understands, and capitalizes on the strengths of others; seeks to develop others' weaknesses
		Unable to read others well; misinterprets the intentions, actions, or words of others; makes incorrect assumptions	Notices and accurately interprets what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior	Uses knowledge of others' behavior to frame own position and influence others
		Does not adopt style to the situation; may attack in the face of conflict or criticism	Is diplomatic and tactful; communicates sensitive issues in a non-threatening way; resolves conflict calmly	Able to sway opposing views and deliver constructive criticism so it is recognized and accepted; defuses high-tension situations comfortably; does not get rattled
20.	<b>Leadership Presence</b>	Lives the University's core values and leads by consistent example; daily actions are consistent with espoused values and demonstrates expectations. Helps others understand the organization's vision and values and keeps them at the forefront of organizational decision making and action.		
		<b>Unsatisfactory</b> Behaviors do not reflect the University's core values.	<b>Effective</b> Positive about the University and its core values; communicates the values to others	<b>Exceptional</b> Recognizes and rewards others who live and reflect the University's values.
		Actions don't match words	Walks the talk; leads by example	Consistently inspires others through words and actions
		Does not show respect for others	Demonstrates respect for the rights, dignity, and differences of others.	Continuously promotes an open and respectful environment
		Unable to get things done; waits for others to step in.	Knows how to get things done	Is looked to in a time of crisis; moves others to act.
21.	<b>Manages Conflict</b>	Takes positive action, using appropriate interpersonal styles and methods, to reduce tension or conflict between two or more people. Effectively handles antagonistic situations using objectivity and avoiding personal attacks.		
		<b>Unsatisfactory</b> Avoids conflict situations where action is needed	<b>Effective</b> Recognizes and addresses conflicts quickly	<b>Exceptional</b> Anticipates and acts to address potential conflict situations; helps others address difficult situations
		May drive for a solution without understanding the problem or before others are ready	Collects information to understand the conflict; listens to all sides	Identifies and gains agreement on the key issues to be resolved
		Acts in ways that escalate conflict; may engage in personal attacks	Stays focused on resolving the conflict	Uses conflict as an opportunity for improvement
		Gives in and says yes too soon; conversely, may be overly competitive and need to win every dispute	Finds common ground; and settles disputes equitably	Resolves conflicts in ways that strengthen relationships and the organization; creates "win-win" results



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22.	<b>Manages Information</b>	Collects and makes effective use of information needed to manage an organization or ongoing activities within it.		
		<b>Unsatisfactory</b> fails to protect, or misuses sensitive information	<b>Effective</b> Understands and applies policies and procedures for managing sensitive information	<b>Exceptional</b> Creates an environment that supports effective management of sensitive information
		May provide too much or too little information, or does not provide timely, accurate information	Provides timely, accurate information that meets the needs of the organization	Anticipates the needs of the organization and provides information to support those needs
		Data not collected or reviewed in a timely manner or on a regular basis	Collects and reviews data on a regular basis to determine progress, anticipate needs, and make necessary adjustments to personnel or processes	Recognizes opportunities and advises the organization based on detailed and timely review of available information
		Provides information that may be unclear	Provides the information people need to know and do their jobs	Provides information that inspires high level of employee engagement and productivity
23.	<b>Mentors and Coaches</b>	Recognizes and acknowledges strengths in others. Provides timely guidance and feedback to help others develop knowledge and skill areas to accomplish tasks or solve problems.		
		<b>Unsatisfactory</b> Does not coach or mentor other employees; does not acknowledge the strengths in others	<b>Effective</b> Willingly mentors other employees who need help and further development	<b>Exceptional</b> Seeks out opportunities to mentor and coach employees; showcases the successes of others
		Feedback is infrequent; avoids difficult conversations	Provides honest and timely feedback and reinforcement	Looks for opportunities to give appropriate feedback on performance; reinforces efforts and checks on progress
		Does not provide clear expectations or guidance, and does not follow-up or check for understanding	Explains and demonstrates expected behaviors; encourages questions to ensure understanding	Explains, demonstrates, and reinforces expected behaviors, knowledge, and skills; is a role model
		Assumes what employees & coworkers need; may have trouble adapting to their needs	Is an active listener; adapts mentoring to the needs of employees & coworkers	Inspires employees & coworkers to develop and grow
24.	<b>Organizational Agility</b>	Understands how the University operates and the reasoning behind key practices; savvy; accomplishes tasks through formal and informal channels and networks.		
		<b>Unsatisfactory</b> Does not take the time to learn how things work within and beyond their organization	<b>Effective</b> Understands the operations within and beyond their individual work unit	<b>Exceptional</b> Understands why things work the way they do; knowledgeable of trends outside of U.Va.
		Does not take the initiative or lacks the ability to get things done outside their area	Willing and able to get things done through formal and informal channels	Develops a strong network through the University; an expert at navigating through the organization.
		Does not navigate complex situations effectively	Can navigate complex situations effectively	Anticipates potential problems and plans accordingly
		Does not understand the impact of their actions; may be unaware of the needs of stakeholders	Is sensitive to the U.Va. culture; understands other stakeholders and their needs	Uses the political process to further University strategic interests, while creating goodwill
25.	<b>People Focus</b>	Makes people and their needs a primary focus of action; takes full responsibility for fostering productive people relationships; focused on creating goodwill.		
		<b>Unsatisfactory</b> Is a poor listener; impatient and easily frustrated when interacting with others	<b>Effective</b> Listens more than talks; is patient yet persistent	<b>Exceptional</b> Consistently practices active listening skills
		Seldom interacts with colleagues; does not build productive work relationships	Takes time to build productive work relationships	Demonstrates genuine concern and interest in others; notes and recalls important information about others

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		Works around rather than through others; discounts or discredits others' contributions or suggestions	Values, appreciates, and includes others; acknowledges their perspectives and ideas	Sees the larger picture; willing to sacrifice personal goals for the greater good
		Rarely acknowledges the contribution of others; discredits other's ideas	Expresses gratitude and appreciation to others who provide information, assistance, or support	Helps others without being asked; volunteers for special projects; goes the extra mile
		Consistently forces ideas and suggestions on others; unwilling to compromise	Finds common ground and solves problems for the good of all	Seeks out opposing views; sees differences as a strength rather than a weakness
26.	<b>Persistence</b>	Stays with a position or plan of action until the desired objective is obtained or is no longer reasonably attainable.		
		<b>Unsatisfactory</b> Gives up too soon or moves on to something that's going better	<b>Effective</b> Actively works to overcome obstacles by changing strategies, doubling efforts, using multiple approaches	<b>Exceptional</b> Often sought out by others to assist in the creation of strategies to overcome bottlenecks and complications
		Does not change course, when needed to reach an objective	Able to modify a plan in order to reach an objective	Changes course with ease; keeps others focused on the objective
		Consistently unable to complete tasks	Pursues work with energy, drive, and a need to finish	Takes charge, when called upon, to complete tasks that others are unable to complete
		Unable to recognize when a goal cannot be achieved	Recognizes when a goal cannot be achieved, and adjusts focus appropriately	Almost always redirects energy into related achievable goals, if necessary
27.	<b>Plans and Organizes</b>	Establishes courses of action for self and others to ensure that work is completed efficiently. Develops ways to get work done; effectively organizes people and activities; sees opportunities for cooperation and integration where others might not.		
		<b>Unsatisfactory</b> Does not anticipate or see how multiple activities come together; unable to break assignments down into manageable tasks	<b>Effective</b> Determines project/assignment requirements by breaking them down into tasks	<b>Exceptional</b> Successfully handles projects and assignments that are risky and filled with uncertainty
		Does not allocate sufficient time for completing tasks	Allocates appropriate amounts of time for completing own and others' work;	Develop strategies to complete work by actively spending time to understand and analyze group processes
		Does not plan well and is disorganized	Manages schedules well; develops and sticks to timelines and milestones	Successfully manages even the most complex project schedules
		Does not demonstrate an ability to utilize people and other resources to complete work.	Takes advantage of available resources to complete work efficiently	Is an expert at marshalling resources to get things done
		Unable to juggle multiple activities	Can orchestrate multiple activities at once to accomplish a goal	Consistently maintains effectiveness when things don't go as planned
28.	<b>Quality Focus</b>	Continually seeks to improve work processes, products and services. Sweats the details. Ensures that work is free from errors and is accomplished safely; takes action to correct problems		
		<b>Unsatisfactory</b> Produces work that is below the quality standard; contains errors, and usually requires rework	<b>Effective</b> Delivers work which meets the needs of internal and external customers	<b>Exceptional</b> Consistently produces work that is always among the best
		May be careless and unconcerned for quality results; conversely, perfectionism may limit productivity	Initiates action to correct problems or notifies others of issues as appropriate that impact work quality	Anticipates and takes action to avoid quality problems
		Doesn't follow effective, accurate, and efficient work processes	Watches over job processes, tasks, and work products to ensure freedom from errors, omissions,	Creates effective work processes and ways to measure quality

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			or defects	
		Avoids learning the tools and techniques to improve work processes when necessary	Leverages technology to positively impact quality	Is in the forefront for using tools and techniques to improve work processes
		Unable to implement changes to own work processes when required	Is open to suggestions and experimentation	Empowers others to design their own work processes, lending assistance, if necessary
		Unaware of safety standards. Does not follow safety procedures or report problems	Understands and applies safety standards. Reports and corrects safety problems	Creates an environment committed to upholding safety standards
29.	<b>Technical/Professional Knowledge</b>	Is professionally and technically accomplished to perform one's job. Achieves an accomplished level of technical and professional skill or knowledge in position-related areas; consistently staying abreast of current developments and trends in areas of expertise.		
		<b>Unsatisfactory</b>	<b>Effective</b>	<b>Exceptional</b>
		May be using out of date skills and technologies; lacks the technical and professional knowledge to do the job	Has the technical and professional knowledge to do the job at a high level of accomplishment	A subject matter expert. Able to bridge technical and professional knowledge with personal, interpersonal, and managerial skills
		Lacks interest or experience in higher education or in one's functional area	Knowledgeable in best practices affecting his/her department or function	Can anticipate future consequences and trends accurately; is a go-to person for best practices in his/her department or function
		Doesn't learn new technical skills willingly when required	Willing and able to learn new skills and knowledge	Continuously experiments with and creates new processes in order to be at the leading edge of innovation in the workplace
		Does not demonstrate a willingness to learn, or to apply new technical/professional knowledge to the job	Takes advantage of technical courses and seminars affecting productivity; is eager to learn new things	Readily applies new learning to the job; is sought out to explain or instruct in new technology or business processes
30.	<b>Commitment to Diversity and Equity</b>	Demonstrates a commitment to equity and diversity in one's work. Collaborates with and involves others with divergent viewpoints, as well as diverse people and groups, contributing to developing an environment that is equitable, inclusive, respectful and cooperative.		
		<b>Unsatisfactory</b>	<b>Effective</b>	<b>Exceptional</b>
		Only works with people that he/she is comfortable with	Works with others because of their talents and contributions, rather than personal attributes	Never shows an inappropriate preference for a single group of people; actively reaches out to others
		Is not interested in differing viewpoints and insights	Seeks out and uses ideas and talents from various sources and individuals	Champions inclusiveness; involves others to improve results and increase support
		May act inappropriately with those different from him/her	Works effectively with people of different characteristics, experience, perspectives, and backgrounds	Creates effective teams that reflect the spectrum of differences in the community
		Actions do not support differing viewpoints or work styles in the workplace; ignores compliance requirements	Advocates the value of diversity to others; takes actions to increase diversity in the workplace; applies University policies & practices to own work	Consistently champions diversity; confronts inappropriate behavior by others