Competency Gap Assessment Form

| **Competency** | **Definition** | **Current Gap** | **Future Gap** |
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| **Action Oriented** | Consistently maintains high levels of activity or productivity; sustains long working hours when necessary, works with vigor, effectiveness and determination over a sustained period. |  |  |
| **Adaptability**  (Do not use with Facilitating Change) | Adapts well to changes in assignments and priorities; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; approaches change positively and adjusts behaviors accordingly. |  |  |
| **Applied Learning** (Do not use with Continuous Learning and Professional Development) | Able to learn and properly apply new job-related information in a timely manner. Has the ability to absorb and comprehend job-related information from formal training and other formal and informal learning experiences**.** |  |  |
| **Building Trust** | Interact with others in a way that gives them confidence in one’s motives and representations and those of the organization. Is seen as direct and truthful; keeps confidences, promises, and commitments. |  |  |
| **Coaching** | Providing timely guidance and feedback to help others strengthen knowledge/skills areas needed to accomplish a task or solve a problem. |  |  |
| **Collaboration** | Builds constructive working relationships with clients/customers, other work units, community organizations and others to meet mutual goals and objectives. Behaves professionally and supportively when working with individuals from a variety of ethnic, social and educational backgrounds. |  |  |
| **Communication** | Clearly conveys and receives information and ideas through a variety of media to individuals or groups in a manner that engages the listener, helps them understand and retain the message, and invites response and feedback. Keeps others informed as appropriate. Demonstrates good written, oral, and listening skills |  |  |
| **Conflict Management** | Uses appropriate interpersonal styles and techniques to reduce tension and/or conflict between two or more people; able to size up situations quickly; able to identify common interests; facilitates resolution. |  |  |
| **Continuous Learning and Professional Development** (Do not use with Applied Learning) | Is committed to developing professionally, attends professional conferences, focuses on best practices, values cutting-edge practices and approaches; takes advantage of a variety of learning activities, introduces newly gained knowledge and skills on the job. |  |  |
| **Cultural Competence** | Cultivates opportunities through diverse people; respects and relates well to people from varied backgrounds, understands diverse worldviews, and is sensitive to group differences; sees diversity as an opportunity, challenges bias and intolerance. |  |  |
| **Customer/Client Focus** | Makes customers/clients and their needs a primary focus of one’s actions; shows interest in and understanding of the needs and expectations of internal and external customers (including direct reports); gains customer trust and respect; meets or exceeds customer expectations |  |  |
| **Decision Making/Problem Solving** | Breaks down problems into components and recognizes interrelationships; makes sound, well-informed, and objective decisions. Compares data, information, and input from a variety of sources to draw conclusions; takes action that is consistent with available facts, constraints, and probable consequences. |  |  |
| **Delegating Responsibility** | Comfortably delegates responsibilities, tasks, and decisions; appropriately trusts others to perform; provides support without removing responsibility. |  |  |
| **Developing Others** (non-supervisory relationship; supervisors use Guiding and Developing Staff) | Helps plan and supports the development of individuals’ skills and abilities so that they can fulfill current of future job/role responsibilities more effectively. |  |  |
| **Facilitating Change** (Do not use with Adaptability) | Facilitates the implementation and acceptance of change within the workplace; encourages others to seek opportunities for different and innovative approaches to addressing problems and opportunities. |  |  |
| **Follow-up** | Monitors the work of direct reports to insure quality standards and thoroughness; considers the knowledge, experience, and skill of staff members when determining extent of review. |  |  |
| **Formal Presentation Skills** | Effectively presents ideas, information and materials to individuals and groups. Effectively prepares and provides structured delivery; facilitates workshops or meetings in a structured manner, can facilitate and manage group process. |  |  |
| **Guiding and Developing Staff** (supervisory competency: non-supervisors use Developing Others) | Focuses and guiding others in accomplishing work objectives; rewards and recognizes others, both formally and informally, in ways that motivate them. Sets high performance expectations for team members; sets clear performance expectations and objectives; holds others accountable for achieving results.  Successfully finds resources, training, tools, etc. to support staff needs. Works with staff to create developmental opportunities to expand knowledge and skill level; provides effective feedback and guidance for career development. |  |  |
| **Influence** | Uses appropriate interpersonal skills and techniques to gain acceptance for ideas or solutions. Uses influencing strategies to gain genuine agreements; Seeks to persuade rather than force solutions or impose decisions or regulations. |  |  |
| **Initiative** | Takes action without being asked or required to; achieves goals beyond job requirements; being proactive; taking prompt action to accomplish objectives. |  |  |
| **Innovation** | Uses creativity and imagination to develop new insights into situations and applies new solutions to problems. Comes up with new and unique ideas. |  |  |
| **Managing Work** (supervisory competency: non-supervisors use Planning and Organizing) | Shows ability to plan, schedule, direct work of self and others; balances task requirements and individual abilities; organizes materials to accomplish tasks; sets challenging yet achievable goals for self and others. |  |  |
| **Negotiation** | Effectively exploring alternatives and positions to reach agreements and solutions that gain the support and acceptance of all parties. |  |  |
| **Planning and Organizing** (non-supervisory competency: supervisors use Managing Work) | Organizes work, sets priorities, and determines resources requirements; determines necessary sequence of activities needed to achieve goals. |  |  |
| **Quality Orientation** | Monitors and checks work to meet quality standards; demonstrates a high level of care and thoroughness; checks work to ensure completeness and accuracy. |  |  |
| **Risk Taking** | Seeks opportunities and calculates risks to accomplish results that can lead to substantial benefit knowing the real possibility of significant negative consequences. |  |  |
| **Safety Awareness** | Being aware of conditions and circumstances that affect one’s own safety or the safety of direct reports. |  |  |
| **Strategic Focus** | Understands how an organization must change in light of internal and external trends and influences; keeps the big, long range picture in mind; builds a shared long-range organizational vision with others. Committed to course of action to achieve long-range goals and influences others to translate vision into action. |  |  |
| **Stress Tolerance** | Maintains effective performance under pressure; handling stress in a manner that is acceptable to others and to the organization. |  |  |
| **Team Leadership** (supervisory competency: non-supervisors use Teamwork) | Communicates a vision and inspires motivation; engages with others (direct-reports and peers) in team process to solve problems; works to find a win/win resolution of differences; is aware of how management style impacts staff productivity and development; modifies leadership style to meet situational requirements; helps team stay focused on major goals while managing within a context of multiple directives. |  |  |
| **Teamwork** (non-supervisory competency: supervisors use Team Leadership) | Participates as an active and contributing member of a team to achieve team goals. Works cooperatively with other team members, involves others, shares information as appropriate, and shares credit for team accomplishments. |  |  |
| **Technical/ Professional Knowledge and Skills** | Possesses, acquires, and maintains the technical/professional expertise required to do the job effectively and to create client/customer solutions. Technical/professional expertise is demonstrated through problem solving, applying professional judgment, and competent performance. |  |  |
| **Visionary Leadership** | Keeps the organization’s mission, vision, and values at the forefront of employee decision making and actions; ensures alignment of organization’s strategic plan and agency practices with vision, mission and values. |  |  |
| **Work Standards** | Sets high standards and well-defined, realistic goals for one’s self; displays a high level of effort and commitment towards completing assignments in a timely manner; works with minimal supervisor; is motivated to achieve. |  |  |