**Universal 5 Point Rating Scale**

Here is the Universal 5 Point Rating Scale used to work with the competency profiles.

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| Cannot Rate | Introductory | Basic | Proficient | Very Proficient | Mastery |
| [0](http://cbm-gac.prv/pls/cbm/ui_ltk_lplan_step1.viewinstructions" \l "0) | [1](http://cbm-gac.prv/pls/cbm/ui_ltk_lplan_step1.viewinstructions#1) | [2](http://cbm-gac.prv/pls/cbm/ui_ltk_lplan_step1.viewinstructions#2) | [3](http://cbm-gac.prv/pls/cbm/ui_ltk_lplan_step1.viewinstructions#3) | [4](http://cbm-gac.prv/pls/cbm/ui_ltk_lplan_step1.viewinstructions#4) | [5](http://cbm-gac.prv/pls/cbm/ui_ltk_lplan_step1.viewinstructions#5) |

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| **(0) Cannot rate** | |
| Insufficient information available to assess (***Applies when you are assessing someone other than yourself***). | |
| ** Skills/Abilities:** | Unable to assess the skill/ability. |
| ** Personal Quality:** | Unable to assess the personal quality. |
| ** Knowledge:** | Unable to assess this knowledge. |

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| **(1) Introductory** | |
| Little or no knowledge/proficiency. Given the opportunity, rarely demonstrates this behaviour. Needs significant assistance and/or extensive training and development. | |
| ** Skills/Abilities:** | Has demonstrated little or no capacity in the use of the skill/ability. There is a need for significant development. |
| ** Personal Quality:** | Has demonstrated little or none of this personal quality. There is a need for significant development. |
| ** Knowledge:** | Has demonstrated little or no knowledge in this area. There is a need for significant development. |

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| **(2) Basic** | |
| Basic knowledge/proficiency. Given the opportunity, sometimes demonstrates this behaviour. May need some assistance and/or some training and development. | |
| ** Skills/Abilities:** | Has a clear understanding of what is involved in the application of the skill/ability, at different levels of proficiency. Can apply the skill with some guidance or assistance. More training and experience is required to acquire a greater depth and breadth in the use of the skill/ability. |
| ** Personal Quality:** | Understands the significance of this personal quality as it relates to the job, and how its presence and application positively affects business results. Has the personal quality but not to the degree required to meet all the requirements of the position. |
| ** Knowledge:** | Understands the knowledge element but has little experience or has had little opportunity to apply it. Knows where to go to find answers for more in depth questions. May be at a sufficient level of proficiency to meet job requirements |

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| **(3) Proficient** | |
| Knowledgeable/proficient. Given the opportunity, usually demonstrates this behaviour. Little or no assistance and/or training and development required. | |
| ** Skills/Abilities:** | Demonstrates the skill/ability in a manner that meets all the requirements of the position. Use of the skill/ability at the proficient level results in the work being performed in a manner that is fully satisfactory. Rarely does one's work need adjustment. |
| ** Personal Quality:** | The personal quality is clearly understood, present and observable in one's work behaviors. Its presence clearly affects the outcome in business results. |
| ** Knowledge:** | Has a comprehensive knowledge of this area and has considerable experience in applying this knowledge. |

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| **(4) Very Proficient** | |
| In depth knowledge/significant proficiency. Given the opportunity, demonstrates this behaviour most of the time. No assistance and/or training and development required. | |
| ** Skills/Abilities:** | Demonstrates great depth and breadth in applying the skill/ability, usually demonstrated through the use of new approaches or strategies, insightful thinking, and a clear vision of how to resolve new problems and providing service excellence. Can use the skill/ability to deal effectively with new situations or new problems never before seen. Is able to train or guide new employees in the use of the skill/ability. |
| ** Personal Quality:** | The personal quality is present and clearly observable in a manner that is exemplary. |
| ** Knowledge:** | Has a great depth and breadth in the use of the knowledge element. Has considerable insight in applying the knowledge element and is empowered to deal with situations never seen before. |

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| **(5) Mastery** | |
| Expert knowledge/proficiency. Given the opportunity, always demonstrates this behaviour. Can assist and/or develop others. | |
| ** Skills/Abilities:** | Is very innovative and creative in the use of the ability/skill and is likely to bring the discipline to a new level of excellence. |
| ** Personal Quality:** | The personal quality is present and observable is a manner that is ideal. |
| ** Knowledge:** | Brings new knowledge to the field and moves the discipline to a higher level |