

# Characteristic Levels of Performance

## Skills for Success and Leadership Skills for Success

7/31/2015

	<b>Fails to Achieve</b>	<b>Needs Improvement</b>	<b>Successful</b> <i>(or if new in role, with appropriate level of assistance)</i>	<b>Frequently Exceeds Expectations</b>	<b>Consistently Surpasses Expectations</b>
<b>Skills for Success</b>	<p><i>Does not fulfill position requirements.</i></p> <p><i>Corrective performance plan must be outlined and monitored, or termination must be initiated. (A Performance Improvement Plan is strongly recommended.)</i></p>	<p><i>Performs fundamental position duties and responsibilities. Requires continued development to fully achieve all aspects of position duties. (A Performance Improvement Plan is recommended)</i></p>	<p><i>Reliably performs position duties and responsibilities. Successfully fulfills position requirements, established goals and expectations. Performance results in valuable contributions to unit goals.</i></p>	<p><i>Performs beyond expectations in a majority of position duties and responsibilities. Reliably meets and predominantly exceeds position expectations – making a significant contribution to the overall achievement of unit/department goals.</i></p>	<p><i>Works consistently at a superior level in most aspects of position; consistently exceeds goals and expectations. Makes an exceptional or unique contribution to the unit/department.</i></p>
<b>Job Skills</b>	<ul style="list-style-type: none"> <li>▪ Fails to demonstrate competence to effectively perform the job.</li> <li>▪ Does not maintain professional education or certifications in functional expertise or apply knowledge.</li> <li>▪ Does not seek to understand, interpret and apply regulations and Cornell policies to deliver results.</li> <li>▪ Ineffectively uses data and information to make appropriate observations, evaluations and recommendations to support deliverables.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In some situations does not appropriately keep up with tools, equipment, software, and technologies thereby impeding the ability to effectively complete assignments and job tasks.</li> <li>▪ In some instances is not be up-to-date on required professional certifications, licensing and education in functional expertise or does not effectively apply knowledge.</li> <li>▪ Does not consistently understand, interpret or apply regulations, policies and contracts to deliver effective results.</li> <li>▪ In some situations demonstrates poor judgment and inconsistently uses information and observations effectively.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates competence in tools, equipment, software and technologies to effectively complete assignments and job tasks.</li> <li>▪ Maintains professional certifications, licensing and education in functional expertise and effectively applies knowledge.</li> <li>▪ Understands, interprets and applies regulations, policies and contracts to deliver effective results.</li> <li>▪ Uses good judgment, information and observations to evaluate and recommend actions to support decisions and deliverables.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Skillfully utilizes tools, equipment, software and technologies to the fullest extent to achieve higher quality results.</li> <li>▪ Seeks additional professional certifications, licensing and education to enhance functional expertise, awareness and knowledge.</li> <li>▪ Acts as a reliable subject matter expert and valued partner in interpreting and complying with regulations, policies and contracts to deliver effective results.</li> <li>▪ Demonstrates excellent judgment, seeks information and utilizes observations to support decisions and deliverables.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Proactively seeks and leverages tools, equipment, software and technologies to produce innovative solutions and achieve higher quality results.</li> <li>▪ Creates an environment that encourages continuous learning, serving on boards, leading task forces and committees while maintaining professional certifications, licensing and education in functional expertise.</li> <li>▪ Acts as a trusted subject matter expert and valued partner in developing regulations, policies and contracts to ensure superior results.</li> <li>▪ Shares wisdom, information and observations on matters of importance to leverage decisions and deliverables.</li> </ul>

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<b>Inclusiveness</b>	<ul style="list-style-type: none"> <li>▪ Fails to demonstrate equitable respect for members of Cornell Community. Is uncooperative with certain community members.</li> <li>▪ Avoids opportunity to build knowledge of diversity and inclusiveness.</li> <li>▪ Does not support participation and/or development of others.</li> <li>▪ Is not understanding of or accepting of other's work/life integration.</li> <li>▪ Resists the importance and benefits of a diverse workforce.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Occasionally demonstrates a lack of respect for others; may exhibit difficulty in establishing effective working relationships with certain members of community.</li> <li>▪ In some situations does not routinely demonstrate initiative to increase openness or a welcoming environment.</li> <li>▪ Does not consistently support participation and/or development of others.</li> <li>▪ In some instances, is less understanding or accepting of others' work/life integration.</li> <li>▪ At times is resistant to the benefits and importance of a diverse workforce.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates the ability to communicate across difference to create a collaborative, collegial and caring community.</li> <li>▪ Supports cooperation, honesty, openness and a welcoming environment for all and speaks up when others are being excluded or treated inappropriately.</li> <li>▪ Supports participation of key and diverse employees in career/professional development opportunities and in campus/community involvement.</li> <li>▪ Supports work/life integration in the workplace.</li> <li>▪ Recruits, hires and engages high performing diverse employees.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seeks opportunities to demonstrate and encourage others to be equitable and respectful towards members of the Cornell Community.</li> <li>▪ Takes initiative to improve cooperation and welcome environment for all actively speaks up when others are being excluded or treated inappropriately.</li> <li>▪ Encourages the participation and/or development of others</li> <li>▪ Encourages work/life integration in the workplace.</li> <li>▪ Promotes the recruitment, hiring and engagement of high performing diverse employees.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is an inspirational example for equity, respect and appreciation for all members of Cornell Community.</li> <li>▪ Leverages role to consistently promote cooperation and a welcoming environment for all and advocates when others are being excluded or treated inappropriately.</li> <li>▪ Is influential in the development of others and promoting campus/community involvement.</li> <li>▪ Promotes and models work/life integration in the workplace.</li> <li>▪ Champions the recruitment, hiring and engagement of high performing diverse employees.</li> </ul>
<b>Adaptability</b>	<ul style="list-style-type: none"> <li>▪ Fails to change usual patterns of behavior or performance to meet specific expectations.</li> <li>▪ Is not receptive to new information or viewpoints.</li> <li>▪ Is unwilling to try or support a new approach.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Situationally shows difficulty adjusting to change.</li> <li>▪ In some instances, shows a lack of appreciation and understanding of different perspectives.</li> <li>▪ In some situations demonstrates apathy or resistance in adjusting to changing situations, priorities and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adapts to changing priorities and additional demands.</li> <li>▪ Is flexible, open and receptive to new information, ideas and approaches which enhance Cornell's capacity to thrive in the future.</li> <li>▪ Accepts and cooperates in the implementation of change.</li> <li>▪ Modifies one's preferred way of doing things when it benefits the whole focusing on long-term vision rather than short-term gains.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understands and appreciates different and opposing perspectives and shares new ideas for the group to consider.</li> <li>▪ Actively supports changing direction, goals, priorities and responsibilities.</li> <li>▪ Is willing to experiment and take risks in trying a different approach.</li> <li>▪ Switches roles and procedures easily to facilitate change and can be relied upon to help others in this process.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anticipates and proactively responds to changing situations to achieve work results- generating new ideas, information and explores new possibilities.</li> <li>▪ Embraces and champions change and works effectively within a variety of situations, individuals and/or groups to respond to change.</li> <li>▪ Inspires, encourages and provides guidance and support to others in response to change.</li> <li>▪ Maintains and promotes receptivity, flexibility and focus when dealing with uncertainty, change and transition.</li> </ul>

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<b>Self-Development</b>	<ul style="list-style-type: none"> <li>▪ Ineffectively demonstrates self-awareness and does not strive to enhance personal strengths and abilities or act on opportunities for development.</li> <li>▪ Avoids seeking and acting upon performance feedback.</li> <li>▪ Fails to work to continuously learn and improve.</li> <li>▪ Ineffectively applies learning to evolving assignments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ At times does not demonstrate self-awareness or act upon performance feedback.</li> <li>▪ In certain situations does not adequately seek opportunities to build skills and job knowledge. Is inconsistently open to opportunities for learning.</li> <li>▪ Does not sufficiently apply learning to evolving assignments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is self-aware; acts upon performance feedback.</li> <li>▪ Acts on opportunities for development; takes measures to ensure personal well-being and balance.</li> <li>▪ Works to continuously learn and improve.</li> <li>▪ Applies learning to evolving assignments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Proactively increases job knowledge/skills to accomplish objectives.</li> <li>▪ Often seeks, accepts and achieves noteworthy success on additional responsibilities.</li> <li>▪ Actively seeks developmental performance feedback and acts upon input to continuously improve performance.</li> <li>▪ Occasionally volunteers to take on position related campus opportunities and commitments beyond their normal duties.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continually applies ever-increasing job-knowledge/skills to address challenges and/or lead new initiatives.</li> <li>▪ Regularly seeks additional responsibilities and achieves significant success.</li> <li>▪ Demonstrates continuous improvement in self and inspires others toward it.</li> <li>▪ Is depended upon to volunteer to take on position related campus opportunities and commitments beyond their normal duties.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>▪ Ineffectively expresses thoughts clearly, whether orally or in writing.</li> <li>▪ Fails to demonstrate effective listening skills and does not seek to understand and be understood.</li> <li>▪ Does not ask questions or share knowledge and information to help others clearly understand processes and desired results.</li> <li>▪ Fails to give and receive helpful and timely feedback.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently expresses thoughts clearly, whether orally or in writing.</li> <li>▪ Does not demonstrate adequate effective listening skills via distraction, disinterest, overactive response, interruption and/or somewhat inaccurate restatement of others' views.</li> <li>▪ In some situations is reluctant to question or share knowledge and/or information in a timely, effective manner.</li> <li>▪ Erratic in providing helpful and timely feedback.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expresses thoughts clearly, both orally and in writing.</li> <li>▪ Demonstrates effective listening skills; seeks to understand and be understood.</li> <li>▪ Asks questions and shares knowledge and information to help others clearly understand processes and desired results.</li> <li>▪ Gives, receives and acts upon helpful and timely feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes and speaks frequently in varied settings and styles to convey messages and ideas in persuasive, effective and inspiring manner.</li> <li>▪ Exhibits talented balance in listening to, seeking and drawing out others' views; accurately synthesizes individual and group conclusions.</li> <li>▪ Effectively encourages others to share knowledge and information in accordance with roles and responsibilities.</li> <li>▪ Proactively communicates and provides helpful and timely feedback.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently demonstrates highly effective and tailored writing and speaking styles to convey messages and ideas to varied audiences to build understanding, commitment and organizational effectiveness.</li> <li>▪ Consistently exhibits earnest listening and consideration to build trust and confidence while carrying input forward to appropriate parties.</li> <li>▪ Consistently models highly effective behaviors in sharing knowledge and information that propels and teaches others to perform in like manner.</li> <li>▪ Consistently demonstrates effective communication and feedback – regular, timely, concise and effective while being sensitive to political issues.</li> </ul>

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<b>Teamwork</b>	<ul style="list-style-type: none"> <li>▪ Fails to show respect, compassion and empathy for others, contributes to an environment of mistrust.</li> <li>▪ Works ineffectively and uncooperatively with others and unwillingly admits mistakes and offers apologies.</li> <li>▪ Fails to acknowledge the support and contributions of others and does not involve them as appropriate when outcomes impact their work.</li> <li>▪ Does not demonstrate a positive attitude nor seek to understand how behavior impacts others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently exhibits workplace courtesy, respect, compassion and empathy; is deficient in building an environment of trust.</li> <li>▪ In some situations or with some people has difficulty working effectively and cooperatively, or admitting mistakes.</li> <li>▪ Occasionally does not acknowledge the support and contributions of others, or involve them when outcomes will impact their work.</li> <li>▪ Inconsistently demonstrates a positive attitude and understanding of how their behaviors impact others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exhibits expected workplace courtesy, respect, compassion and empathy for others, even in difficult situations, building an environment of trust.</li> <li>▪ Works effectively and cooperatively with others, willingly admitting mistakes and offering apologies.</li> <li>▪ Acknowledges the support and contributions of others, involving them as appropriate when outcomes will impact their work.</li> <li>▪ Has a positive attitude and understands how behaviors impact others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Often exhibits positive behavior that promotes, supports, and influences cooperation from others while demonstrating consideration for others.</li> <li>▪ Frequently gives and seeks respectful and constructive feedback among coworkers and superiors to improve morale and/or group accomplishments, admitting mistakes appropriately.</li> <li>▪ Frequently enhances working relationships to improve departmental and cross-departmental accomplishments.</li> <li>▪ Initiates actions to resolve shared team challenges.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently leads colleagues to inspired cooperation and teamwork in support of college/unit/university goals.</li> <li>▪ Actively seeks and gives respectful and constructive feedback among colleagues, improves own actions in response and encourages others to do the same.</li> <li>▪ Consistently develops opportunities for self and colleagues to improve working relationships and work outcomes.</li> <li>▪ Is a role model for positive attitude among team and colleagues.</li> </ul>
<b>Service-Minded</b>	<ul style="list-style-type: none"> <li>▪ Is not diplomatic, courteous and welcoming and does not strive to satisfy external and internal customers.</li> <li>▪ Fails to supports ideas, solutions and changes to processes to ensure high quality outcomes.</li> <li>▪ Does not reach out in a timely and responsive manner to resolve problems and conflicts.</li> <li>▪ Fails to negotiate well or find and orchestrate win-win solutions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ At times, is not diplomatic, courteous, welcoming, or does not adequately strive to satisfy external and internal customers.</li> <li>▪ Inconsistently provides higher level ideas, solutions and services to internal or external customers.</li> <li>▪ Occasionally is not timely in reaching out or responding to customer problems or conflicts.</li> <li>▪ Sometimes struggles to negotiate or achieve win-win solutions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is diplomatic, courteous and welcoming, striving to satisfy external and internal customers.</li> <li>▪ Supports ideas, solutions and changes to processes to ensure high quality outcomes.</li> <li>▪ Reaches out in a timely and responsive manner to resolve problems and conflicts.</li> <li>▪ Negotiates well, finding and orchestrating win-win solutions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regularly seeks/implements improvements in customer relationships.</li> <li>▪ Strongly exhibits positive behavior that promotes and influences cooperation and high quality outcomes from others.</li> <li>▪ Understands customer culture and history – often anticipating their needs.</li> <li>▪ Is recognized by customers as one who is very knowledgeable/experienced and known for achieving win-win solutions.</li> <li>▪ Readily adapts to needs of diverse customers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Viewed and trusted by internal and external customers as extremely knowledgeable and highly skilled at what they do.</li> <li>▪ Contributes and leads innovation and workable solutions to project/problems.</li> <li>▪ Is valued as a partner in addressing customer needs.</li> <li>▪ Is sought after to advise on complex, high level issues and activities.</li> <li>▪ Is viewed as a role model in commitment, interactions and performance results with all customers.</li> </ul>

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<b>Stewardship</b>	<ul style="list-style-type: none"> <li>▪ Inefficiently uses resources to accomplish work.</li> <li>▪ Fails to demonstrate reliable attendance and punctuality.</li> <li>▪ Does not demonstrate high standards of personal conduct nor show appropriate confidentiality.</li> <li>▪ Fails to exercise sound and ethical judgment.</li> <li>▪ Does not show commitment to work or own the consequences of one's own actions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently develops and implements best practices, and a culture of sustainability and efficiency when performing work tasks.</li> <li>▪ At times demonstrates inconsistent attendance and/or tardiness.</li> <li>▪ In some instances makes errors in handling resources or confidential information.</li> <li>▪ Occasionally does not exercise sound and ethical judgment.</li> <li>▪ Inconsistently demonstrates commitment and accountability in actions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strives to develop and implement best practices; encourages others to adopt a culture of sustainability and efficiency.</li> <li>▪ Maintains reliable attendance and punctuality.</li> <li>▪ Demonstrates high standards of personal conduct and owns the consequences of one's own actions.</li> <li>▪ Exercises sound and ethical judgment no matter how difficult or contrary; considers environmental, economic, compliance and social impacts in decision-making.</li> <li>▪ Shows commitment to unit and university goals and delivers results.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Skillfully demonstrates overall understanding of decisions/work tasks as they relate to sustainability and efficiency.</li> <li>▪ Maintains excellent attendance and is very dependable in accomplishing organizational needs.</li> <li>▪ Demonstrates strong integrity and sound judgment in the use of resources and the handling and interpretation of highly sensitive information while pursuing organizational objectives.</li> <li>▪ Promotes strong commitment and accountability among others by modeling appropriate behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inspires others to practice sustainability and efficiency while modeling those same behaviors.</li> <li>▪ Maintains exemplary attendance, dependability and dedication to accomplishing organizational objectives.</li> <li>▪ Leads others to behave with integrity and sound judgment in the use of resources and the handling and interpretation of highly sensitive information; models behaviors to achieve organizational objectives.</li> <li>▪ Gives recognition to those who demonstrate strong commitment and accountability while modeling those same behaviors.</li> </ul>
<b>Innovation</b>	<ul style="list-style-type: none"> <li>▪ Does not look for advancements in products, processes, services, technologies or ideas.</li> <li>▪ Resists opportunities and challenges, and fails to show initiative to make changes</li> <li>▪ Fails to demonstrate innovative, creative and informed risk taking.</li> <li>▪ Does not show foresight and imagination to see possibilities, opportunities and trends.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not show a commitment to advancing products, processes, services, technologies or ideas.</li> <li>▪ Is passive at identifying opportunities in challenges; shows little initiative to make changes.</li> <li>▪ In some situations does not demonstrate innovative, creative and informed risk taking. Inconsistently demonstrates foresight and imagination to see possibilities, opportunities and trends.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Looks for advancements in products, processes, services, technologies or ideas.</li> <li>▪ Identifies opportunities in challenges and shows initiative to make changes.</li> <li>▪ Demonstrates innovative, creative and informed risk taking.</li> <li>▪ Shows foresight and imagination to see possibilities, opportunities and trends.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anticipates needs and figures out new ways to meet them.</li> <li>▪ Often contributes creative ideas to improve the work.</li> <li>▪ Builds cooperative working relationships to encourage others creativity and risk taking in others.</li> <li>▪ Encourages others to take positive action on problem-solving and/or new assignments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently demonstrates creative behavior and inspires it in others.</li> <li>▪ Champions the creative contributions of others.</li> <li>▪ Proactively seeks opportunities to expand knowledge of innovative solutions, ideas and best practices.</li> </ul>

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<b>Leadership Skills for Success</b> <b>(optional for non-supervisors)</b>	<i>Does not fulfill position requirements.</i>  <i>Corrective performance plan must be outlined and monitored, or termination must be initiated.</i>	<i>Performs fundamental position duties and responsibilities. Requires continued development to fully achieve all aspects of position duties.</i>	<i>Reliably performs position duties and responsibilities. Fulfills position requirements, established goals and expectations. Solid performance results in valuable contributions to unit goals.</i>	<i>Performs beyond expectations in a majority of position duties and responsibilities. Reliably meets and predominantly exceeds position expectations – making a significant contribution to the overall achievement of unit/department goals.</i>	<i>Works consistently at a superior level in most aspects of position; consistently exceeds goals and expectations. Makes an exceptional or unique contribution to the overall achievement of the unit/department.</i>
<b>Creating Open and Inclusive Environment</b>	<ul style="list-style-type: none"> <li>▪ Does not disclose mistakes and/or assigns blame.</li> <li>▪ Behaviors cause others to dislike working with her/him.</li> <li>▪ Does not demonstrate behaviors that create an effective work environment.</li> <li>▪ Is not open to new ideas and may discourage sharing of divergent perspectives.</li> <li>▪ Does not acknowledge actions of individuals or groups who have contributed to achieving results.</li> </ul>	<ul style="list-style-type: none"> <li>▪ May minimize own mistakes while pointing blame at others.</li> <li>▪ Exhibits behaviors that hinder a fully honest and open environment.</li> <li>▪ Behaviors instill unnecessary worry and mistrust among those with whom they work.</li> <li>▪ Inconsistently listens to new ideas and perspectives from others.</li> <li>▪ Occasionally treats people differently based on their position or status.</li> <li>▪ At times does not acknowledge the support and contributions of others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Willingly admits to mistakes and offers apologies if warranted.</li> <li>▪ Creates an environment free of fear where mistakes are viewed as opportunities for learning.</li> <li>▪ Creates an environment of honesty and openness where people can be themselves and feel valued.</li> <li>▪ Demonstrates fairness and consistency in decision making; works with others to solve problems rather than finding blame.</li> <li>▪ Demonstrates a willingness to listen to new ideas, alternatives and perspectives.</li> <li>▪ Values and respects each member of the University community, regardless of position.</li> <li>▪ Acknowledges the support and contributions of others in achieving results.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regularly models behavior that makes it comfortable for others to admit their mistakes.</li> <li>▪ Turns mistakes into opportunities to teach others and improve processes.</li> <li>▪ Appreciates when others bring forward new ideas or different perspectives.</li> <li>▪ Accepts divergent perspectives.</li> <li>▪ Reaches out to all they work with establishing effective work relationships.</li> <li>▪ Effectively uses recognition tools to motivate people to achieve higher levels of performance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is viewed as a leader who people want to work for because of the respect they demonstrate toward others even when mistakes are made.</li> <li>▪ Invites people with different perspectives to contribute to solutions.</li> <li>▪ Effectively uses their own and others' experience gained outside of the unit or Cornell.</li> <li>▪ Leverages divergent perspectives towards achieving results.</li> <li>▪ Inspires team members to build effective work relationships focused on achieving organizational goals.</li> <li>▪ Fosters an environment where staff and team members hold each other accountable and celebrate success.</li> </ul>

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<b>Exemplifying Interpersonal Effectiveness</b>	<ul style="list-style-type: none"> <li>▪ Does not recognize the impact of own behavior on individual or group performance.</li> <li>▪ Does not effectively manage emotions, in either verbal or non-verbal ways.</li> <li>▪ Displays openly or passively aggressive behaviors.</li> <li>▪ Is not honest and trustworthy.</li> <li>▪ Does not demonstrate empathy and compassion for others.</li> <li>▪ Inappropriately focuses on advancing her/his own position on an issue.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is not consistently effective at putting others at ease, particularly in difficult situations.</li> <li>▪ Inconsistently manages emotions, in either verbal or non-verbal ways.</li> <li>▪ At times lacks respect and professionalism in interactions.</li> <li>▪ Has not established a reputation of having high standards of personal conduct.</li> <li>▪ At times does not demonstrate empathy and compassion for others.</li> <li>▪ Does not actively listen to others, and at times inappropriately focuses on advancing her/his own position on an issue.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Puts others at ease, even in difficult situations.</li> <li>▪ Manages emotions and responds calmly in stress inducing situations.</li> <li>▪ Conveys respect and professionalism in interactions.</li> <li>▪ Demonstrates consistent, positive behavior when interacting with others.</li> <li>▪ Is honest and trustworthy; has high standards of personal conduct.</li> <li>▪ Demonstrates empathy and compassion for others.</li> <li>▪ Actively listens to others; seeks to understand and then to be understood.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensures that their dialogues, including conflicts, are done in a manner that demonstrates understanding of, and respect for, others' viewpoints.</li> <li>▪ Promotes respect, professionalism and positive behavior in others.</li> <li>▪ Decisions align with policy and are supportable under scrutiny; does not use their role to advance their personal needs.</li> <li>▪ Is exemplary for empathic and compassionate interactions with others.</li> <li>▪ Leads through listening, honoring others' ideas and issues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Models the value of free flowing respectful dialogue; demonstrates grace under pressure.</li> <li>▪ Delivers honest and candid feedback that seeks to develop others and helps those receiving the message to move forward.</li> <li>▪ Is a role model for high standards of personal conduct.</li> <li>▪ Builds an environment of empathy and compassion.</li> <li>▪ Is known for their interpersonal effectiveness.</li> </ul>
<b>Planning &amp; Decision Making</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates lack of alignment of personal goals to unit goals; does not effectively align personal and unit goals for staff.</li> <li>▪ Is indecisive or unfocused about accomplishing specific goals.</li> <li>▪ Is not effective at planning and promoting change.</li> <li>▪ Shows a lack of respect for others' time; arrives at or starts meetings late; runs over.</li> <li>▪ Does not make or stand behind decisions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not effectively anticipate obstacles to achieving goals.</li> <li>▪ Is occasionally ineffective at envisioning or clearly articulating end deliverables.</li> <li>▪ Is inconsistent at promoting and implementing change.</li> <li>▪ Does not consistently secure resources or respond to opportunities, problems or new information during implementation.</li> <li>▪ Occasionally overanalyzes and hesitates to make decisions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anticipates obstacles; takes calculates risks to achieve a goal.</li> <li>▪ Has an end in mind.</li> <li>▪ Embraces, promotes and implements change.</li> <li>▪ Secures and utilizes resources to respond to opportunities and problems.</li> <li>▪ Monitors and re-evaluates decisions, priorities and plans in order to achieve a vision.</li> <li>▪ Stand behind and takes responsibility for his or her decisions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engages others in the planning process to overcome anticipated obstacles.</li> <li>▪ Stays focused on the key objectives to be met.</li> <li>▪ Involves others in implementing change.</li> <li>▪ Seeks ways to redistribute resources in a budget constrained environment.</li> <li>▪ Stands behind staff in implementing decisions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Always produces results congruent with the goals and values of the University.</li> <li>▪ Delivers on multiple objectives to reach a complex vision.</li> <li>▪ Effectively implements system-wide changes.</li> <li>▪ Reallocates resources to achieve priority results.</li> <li>▪ Empowers, prepares and trusts others to achieve stated goals.</li> <li>▪ Is a trusted leader, sought by others to advise on challenging decisions.</li> </ul>

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<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>▪ Is not able to synthesize information to reach an outcome.</li> <li>▪ Does not use their own or others' knowledge and experience to analyze or make decisions.</li> <li>▪ Fails to use foresight and imagination.</li> <li>▪ Does not ask insightful or probing questions.</li> <li>▪ Does not use data and metrics to inform decisions.</li> <li>▪ Refrains from seeking input from those with whom they work thus stalling decisions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inadequately synthesizes complex information to reach a positive outcome.</li> <li>▪ Only occasionally utilizes available knowledge to analyze problems or make decisions.</li> <li>▪ Inconsistently demonstrates foresight or imagination thereby missing opportunities.</li> <li>▪ Misses opportunities to explore possibilities and probe deeper.</li> <li>▪ Ineffectively applies metrics to provide accurate and thoughtful analysis.</li> <li>▪ Often moves a decision forward too quickly without appropriate input; or too slowly allowing momentum to dissipate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is able to synthesize complex information towards a positive outcome.</li> <li>▪ Utilizes their own and others' depth of knowledge and experience in analyzing problems and making decisions on solutions.</li> <li>▪ Demonstrates foresight and imagination to see possibilities, opportunities and trends.</li> <li>▪ Asks insightful and probing questions.</li> <li>▪ Uses data and metrics to provide accurate and thoughtful analyses.</li> <li>▪ Consistently balances the need to seek input and information with the need to move a decision forward.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Skillfully synthesizes complex information towards a positive outcome.</li> <li>▪ Welcomes and explores nontraditional solutions in problem solving.</li> <li>▪ Enlists others in looking for possibilities, opportunities and trends.</li> <li>▪ Develops metrics that help others thoughtfully analyze situations.</li> <li>▪ Includes appropriate professionals and stakeholders in problem definition, analysis and solution.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaches others to synthesize complex information.</li> <li>▪ Engages counsel of people whose thinking does not align with their own; effectively uses this to solve problems.</li> <li>▪ Seeks out "best in class" comparisons inside and outside of the University.</li> <li>▪ Engages full skillset of team to produce sustainable solutions to problems and ensure positive results.</li> <li>▪ Uses metrics to overcome resistance to change and to determine success of solutions.</li> <li>▪ Is respected for their ability to involve others while keeping decisions moving forward.</li> </ul>
<b>Delivering Results</b>	<ul style="list-style-type: none"> <li>▪ Does not understand the scope of the university as it relates to their work.</li> <li>▪ Fails to deliver on unit goals.</li> <li>▪ Fails to align their staff's efforts to ensure good stewardship.</li> <li>▪ Fails to deliver quality results on time, within budget and using sustainable practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regularly needs to be reminded of the University scope to align their work.</li> <li>▪ Achieves some goals but not all key goals.</li> <li>▪ Does not adequately align their staff's efforts to ensure good stewardship.</li> <li>▪ Delivers compromised results (by time, budget, sustainability, or other expectations).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates an understanding of the scope of the University, enabling them to accomplish work.</li> <li>▪ Articulates and delivers outcomes in support of the University's goals.</li> <li>▪ Takes action to ensure stewardship within his/her organization and the University.</li> <li>▪ Delivers results on time and within budget.</li> <li>▪ Delivers results today with a sustainable future in mind.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understands the internal and external dynamics affecting the University.</li> <li>▪ Develops their team to increase capacity to deliver on the University's goals.</li> <li>▪ Develops their team so members considers how their actions impact other areas of the University.</li> <li>▪ Frequently exceeds expectations for delivering results on time, within budget and sustainably.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Educates others on the dynamics affecting the University to help them accomplish their work.</li> <li>▪ Fully delivers on key goals and contributes to the success of other teams or projects.</li> <li>▪ Creates an environment where their team actively contributes to the success of others.</li> <li>▪ Consistently exceeds expectations for delivering results on time, within budget and sustainably.</li> </ul>

	<b>Fails to Achieve</b>	<b>Needs Improvement</b>	<b>Successful</b>	<b>Frequently Exceeds Expectations</b>	<b>Consistently Surpasses Expectations</b>
<b>Managing &amp; Developing People</b>	<ul style="list-style-type: none"> <li>▪ Does not communicate important decisions in a timely manner.</li> <li>▪ Fails to identify and focus on the most significant few priorities.</li> <li>▪ Does not provide others with helpful and timely feedback.</li> <li>▪ Does not set achievable goals, milestones, and deadlines.</li> <li>▪ Does not provide challenging, meaningful, and engaging work for their team.</li> <li>▪ Does not identify and cultivate top talent, or actively seek opportunities to increase their exposure and skills.</li> <li>▪ Does not delegate.</li> <li>▪ Does not clearly communicate the desired results.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sometimes fails to communicate information and decisions in a timely manner.</li> <li>▪ Ineffectively identifies and focuses on the most significant few priorities.</li> <li>▪ Gives performance feedback that is too harsh to be embraced or too vague to be understood.</li> <li>▪ Sets goals that are not achievable, or have unclear milestones and deadlines.</li> <li>▪ Struggles to make work challenging, meaningful, and engaging for their team.</li> <li>▪ Misses opportunities to recognize and develop talent.</li> <li>▪ Is slow to delegate, or fails to resource, train and inform those delegated to or micromanages.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicates important information and decisions in a timely manner.</li> <li>▪ Identifies and focuses on the most significant few priorities.</li> <li>▪ Provides others with helpful and timely feedback.</li> <li>▪ Sets achievable goals, milestones, and deadlines.</li> <li>▪ Makes work challenging, meaningful, and engaging for their team.</li> <li>▪ Recognizes and develops talent.</li> <li>▪ Delegates and provides good exposure for their team members.</li> <li>▪ Communicates in a way that people have a clear understanding of the desired result.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Goes out of their way to share information in a timely manner with all who need to know.</li> <li>▪ Sustains a strong focus on key priorities.</li> <li>▪ Encourages team to provide helpful and timely feedback.</li> <li>▪ Seeks input of team when setting goals; ensures understanding.</li> <li>▪ Understands each staff member's interests and development goals; considers them when planning work or professional development.</li> <li>▪ Recognizes, supports, and ensures individual development plans are progressing.</li> <li>▪ Is comfortable giving upper leadership direct access to those who are closest to the work.</li> <li>▪ Partners with staff to outline results and empowers them to follow through.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates trust of others by appropriately taking them into their confidence.</li> <li>▪ Ensures team understands and focuses on key goals; redirects when needed.</li> <li>▪ Is a role model for providing helpful and timely feedback.</li> <li>▪ Empowers individuals and teams to set goals with mutual accountability.</li> <li>▪ Is a role model for making work engaging.</li> <li>▪ Taps opportunities beyond their unit to develop talented individuals for the benefit of the University.</li> <li>▪ Proactively seeks opportunities for talented staff to work with upper leadership.</li> <li>▪ Trusts staff will follow through on communicated assignments; offers them support.</li> </ul>