

Strategically Focused		
Unacceptable (1)	Meets Expectations (3)	Far Exceeds Expectations (5)
Struggles to consider both the short and long-term elements necessary for a good plan; often overlooks important elements.	Plans for both the short and long-term success of the school/division.	Consistently in all cases plans for both the short and long-term success of the school/division.
Overlooks how to align the school/division goals with those of Emory overall.	Aligns Emory goals with own school/division.	Always considers how own school/division goals align with Emory goals; makes adjustments whenever there is misalignment.
Is haphazard in considering trends (either internal or external), best practices, existing and potential needs, or current strengths of the organization. Seldom considers all elements collectively.	Considers trends both internal and external, best practices, existing and potential needs, and current strengths of the organization.	Anticipates trends both internal and external, best practices, existing and potential needs, and current strengths of the organization. Builds strategies based upon on this information and compels others to action.
Struggles to create or communicate an inspiring vision for the future. Overly focused on tactics in the present, current state.	Creates and communicates an inspiring vision for the future.	Enthusiastically creates and communicates an inspiring vision for the future. Vividly shares the vision with others.
Seldom develops both short and long-term strategies to achieve organizational goals; solutions are tactical and reactive vs. proactive.	Develops both short and long-term strategies to achieve organizational goals.	Develops novel, creative short and long-term strategies that achieve organizational goals; solicits ideas from many others to achieve buy-in and to make strategies more inclusive and ultimately successful.
Seldom demonstrates a focus on strategic objectives of the University in daily behavior (e.g., ideas, decisions, etc.). Focus is on immediate needs of department within school/division only.	Demonstrates focus on strategic objectives of the University in daily behavior (e.g., ideas, decisions, etc.).	Is a role model for consistently demonstrating focus on strategic objectives of the University in daily behavior (e.g., ideas, decisions, etc.).

Please be mindful of different cultural norms and neurodiverse populations when applying these standards

Coaches/Develops Others		
Unacceptable (1)	Meets Expectations (3)	Far Exceeds Expectations (5)
Shows little interest in developing the skills or abilities of direct reports; seldom offers formal training or on-the-job assignments/experiences.	Develops the skills and abilities of others by exposing them to formal training and impactful on-the-job assignments/experiences.	Exposes team members to both well-known and novel training opportunities; regularly seeks out impactful on-the-job assignments/experiences for employees to pursue both within and outside school/division.
Seldom provides ongoing, constructive feedback and coaching to help people realize their full potential; gets involved only when there is a problem.	Provides ongoing, constructive feedback and coaching to help people realize their full potential.	Consistently (in all cases) provides ongoing, constructive feedback and coaching to help people realize their full potential.
Does not regularly utilize University tools and processes (e.g. PM systems, development plans, LOD/HR resources) to develop team. Usage is sporadic and haphazard.	Utilizes University tools and processes (e.g. PM systems, development plans, LOD/HR resources) to develop team.	Incorporates team building and related activities annually to develop all members of team. Leverages full array of existing University tools and processes (e.g. PM systems, development plans, LOD/HR resources), as well as seldom used, often overlooked resources.
Seldom recognizes or reinforces people's development efforts and improvements.	Recognizes and reinforces people's developmental efforts and improvements.	Publicly recognizes and reinforces people's developmental efforts and improvements; encourages others to do the same.
Struggles with helping people develop plans to achieve career goals and career growth.	Helps people develop plans to achieve career goals and career growth.	Regularly works with each person to create meaningful development plans that help people achieve career goals and career growth. Provides ongoing support and accountability to ensure success.

Institutional Minded

Definition: Works across boundaries for the good of the entire University, not just own team or department. Instills “one Emory” attitude throughout own school/division and the University as a whole. Actively seeks to understand the work occurring beyond own department. Takes steps to actively associate with people both within own work unit and across the University; leverages these connections to complete tasks. Is a responsible steward of institutional resources. Represents Emory well in public settings.

Institutional Minded		
Unacceptable (1)	Meets Expectations (3)	Far Exceeds Expectations (5)
Rarely works across boundaries for the good of the entire University, not just own team or department.	Works across boundaries for the good of the entire University, not just own team or department.	Works seamlessly across boundaries for the good of the entire University, not just own team or department.
Fails to instill “One Emory” attitude throughout own school/division and the University as a whole.	Instills “One Emory” attitude throughout own school/division and the University as a whole.	Consistently, in all cases, instills “One Emory” attitude throughout own school/division and the University as a whole.
Does not actively seek to understand the work occurring beyond own department.	Actively seeks to understand the work occurring beyond own department.	Actively pursues to understand the work occurring beyond own department and inspires own team or department to network with others.
Struggles to take steps to actively associate with people both within own work unit and across the University; leverages these connections to complete tasks.	Takes steps to actively associate with people both within own work unit and across the University; leverages these connections to complete tasks.	Proactively takes steps to associate with people both within own work unit and across the University; leverages these connections to complete tasks.
Is an irresponsible steward of institutional resources and represents Emory unwell in public settings.	Is a responsible steward of institutional resources and represents Emory well in public settings.	Takes special care to always be a responsible steward of institutional resources and represents Emory well in public settings.

Empowers/Delegates to Others

Definition: Allocates decision-making authority and/or task responsibility to others. Evaluates each employee’s ability to perform new, challenging work and potential training needed to be successful. Shares information on department goals/strategies to enhance employee interest, understanding and engagement. Empowers employees to take risks, supports them when things go wrong and encourages them to learn from setbacks and failures. Invites team to assist in making important decisions; solicits their input.

Empowers/Delegates to Others		
Unacceptable (1)	Meets Expectations (3)	Far Exceeds Expectations (5)
Misses opportunities to allocate decision-making authority and/or task responsibility to others.	Allocates decision-making authority and/or task responsibility to others.	Follows through in the allocation of decision-making authority and/or task responsibilities to others. Appropriately resolves challenges that arises.
Fails at time to evaluate each employee’s ability to perform new, challenging work, and potential training needed to be successful.	Evaluates each employee’s ability to perform new, challenging work, and potential training needed to be successful.	Consistently, in all cases, evaluates each employee’s ability to perform new, challenging work, and provides potential training need to be successful.
Struggles with sharing information on department goals/strategies to enhance employee interest, understanding, and engagement.	Shares information on department goals/strategies to enhance employee interest, understanding, and engagement.	Enthusiastically shares information on department goals/strategies to enhance and inspire employee interest, understanding, and engagement.
Does not empower employees to take risks, is unsupportive of them when things go wrong and discourages them to learn from setbacks and failures.	Empowers employees to take risks, supports them when things go wrong and encourage them to learn from setbacks and failures.	Actively empowers employees to take risks, supports and guides them when things go wrong and encourages them to learn from setbacks and failures.
Is not open to inviting team to assist in making important decisions; does not solicit their input.	Invites team to assist in making important decisions; solicits their input.	Encourages and invites team to assist in making important decisions, actively solicits and considers their input.

Leads Change

Definition: Brings about and manages change to minimize resistance, both within and outside the organization, to meet organizational goals. Recognizes the needs of others, including emotional needs, and how to address their needs to help them get through the change. Adequately prepares for change by assembling a strong team of trusted advisors. Creates detailed plans for driving change that consider tasks and communication. Inspires and motivates others to want to change. Monitors implementation of change and makes adjustments as needed.

Leads Change		
Unacceptable (1)	Meets Expectations (3)	Far Exceeds Expectations (5)
Struggles to bring about and manage change to minimize resistance, both within and outside of the organization, to meet organizational goals.	Brings about and manages change to minimize resistance, both within and outside of the organization, to meet organizational goals.	Brings about and manages change to consistently minimize resistance, both within and outside of the organization, to meet organizational goals.
On more than one occasion has failed to recognize the needs of others, including emotional needs, and how to address their needs to help them get through the change.	Recognizes the needs of others, including emotional needs, and how to address their needs to help them get through the change.	Recognizes and listens carefully to the needs of others, including emotional needs, and understands how to address their needs to help them get through the change.
Often inadequately prepares for change by assembling a strong team of trusted advisors.	Adequately prepares for change by assembling a strong team of trusted advisors.	Consistently prepares for change by assembling a strong team of trusted advisors.
Does not create detailed plans for driving change that consider tasks and communication.	Creates detailed plans for driving change that consider tasks and communication.	Takes special care to always create detailed plans for driving change that consider tasks and effective communication.
Is selective on inspiring and motivating other to want to change.	Inspires and motivates others to want to change.	Creates meaningful opportunities to inspire and motivate others to want to change.
Rarely monitors implementation of change nor adjusts as needed.	Monitors implementation of change and adjusts as needed.	Consistently monitors implantation of change and identifies setbacks and challenges and adjusts as needed.

Influences and Impacts Others

Definition: Captures people's attention as an influential, experienced and/or knowledgeable figure. Is viewed as persuasive by mannerisms and communication style. Is influential and a sought-after resource across a variety of situations and audiences. Shares thinking and opinions tactfully and with confidence. Demonstrates awareness of personal image and style.

Influences and Impacts Others		
Unacceptable (1)	Meets Expectations (3)	Far Exceeds Expectations (5)
Is inefficient at capturing people's attention as an influential, experienced and/or knowledgeable figure.	Captures people's attention as an influential, experienced and/or knowledgeable figure.	Consistently captures people's attention as an influential, experienced and/or knowledgeable figure.
Is often viewed as unpersuasive by mannerism and communication style.	Is viewed as persuasive by mannerisms and communication style.	Is consistently viewed as persuasive by mannerisms and has excellent command of various communication styles.
Is not influential and an unpopular resource across a variety of situations and audiences.	Is influential and a sought-after resource across a variety of situations and audiences.	Is influential and a sought-after resource across a variety of situations and audiences; Leads others in applying best practices.
Does not share thinking and opinions tactfully and with confidence.	Shares thinking and opinions tactfully and with confidence.	Is a role model in sharing thinking and opinions tactfully and with confidence; provides teaching moments for others to practice and improve this skill.
Seldomly demonstrates awareness of personal image and style.	Demonstrates awareness of personal image and style.	Is highly conscientious of personal image and style.

Strives for Operational Excellence

Definition: Displays dedication to achieving exceptional results. Persists to complete all tasks / responsibilities, even in the face of difficulties. Operates with personal ownership and looks for ways and means to improve performance. Displays a strong commitment to making service performance improvements and determination to achieve positive service outcomes.

Strives for Operational Excellence		
Unacceptable (1)	Meets Expectations (3)	Far Exceeds Expectations (5)
Does not display dedication to achieving exceptional results.	Displays dedication to achieving exceptional results.	Consistently displays dedication to achieving exceptional results.
Often does not complete all tasks/responsibilities, especially in difficult situations.	Persists to complete all tasks / responsibilities, even in the face of difficulties.	Fulfills all tasks/responsibilities, by navigating effectively and efficiently through all difficulties.
Does not operate with personal ownership and rarely looks for ways and means to improve performance.	Operates with personal ownership and looks for ways and means to improve performance.	Always operates with personal ownership and looks for ways and means to improve performance.
Seldom displays a strong commitment to making service performance improvements and a lack of determination to achieve positive service outcomes.	Displays a strong commitment to making service performance improvements and determination to achieve positive service outcomes.	Consistently in all cases, demonstrates a strong commitment to making service performance improvements and determination to achieve positive service outcomes.