Competency Definitions, Example Behaviors & Rating Scales

For Performance Management

Emory University

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Core Competency Definitions

Building Trust
HONEST: Behaves and expresses oneself in an open and honest manner. Is consistent in word and actions. Tells the truth even when it is difficult. Shares information accurately, completely and appropriately. COMMITED: Follows through on assignments and commitments. Supports Emory goals and initiatives. Adheres to all policies and procedures.

Collaboration
RESPECT: Treats all people with dignity, respect and fairness. Resolves interpersonal conflicts constructively. Shares time, energy and knowledge with others to ensure they can succeed. INCLUSIVENESS: Demonstrates awareness and respect of cultural and individual values. Appreciates and leverages the strengths of others to accomplish goals, regardless of background. Listens to ideas from others, even when different from own. Is careful to ensure all sides are heard before reaching a conclusion.

Communication
LISTENS AND SHARES: Provides regular, consistent, and meaningful information. Listens carefully to others and ensures message is understood. Ensures important matters are shared with all appropriate parties. CLARITY: Communicates in a clear and concise manner. Uses appropriate grammar, pronunciation and tone to enhance understanding. Demonstrates professionalism through body language, including eye-contact and posture. Tailors communication style to needs of the recipient.

Delivering Results
PRODUCTIVITY: Strives to consistently achieve excellence in all tasks and goals. Maintains focus and perseveres in the face of obstacles. Uses time efficiently and responds quickly and constructively when confronted with challenges. Prioritizes tasks based on importance. PERSONAL GROWTH: Ensures job knowledge and skills are current and valuable. Receptive to feedback.

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Problem Solving

DECISION MAKING AND REASONING: Considers multiple sides of an issue. Weighs consequences before making final decision. Makes informed decisions based on available information. Recognizes issues, and determines actions needed to advance the decision making process. Follows up as necessary. ADAPTABILITY: Not discouraged by ambiguous situations. Is open to new ideas and processes. Adjusts approach to achieve results.

Taking Initiative

Responds appropriately on own to improve outcomes, processes or measurements. Assumes responsibility and leadership when asked. Accomplishes goals independently, with little need for supervision. Takes ownership and accountability for own performance. Seeks out and/or accepts additional responsibilities in the context of the job.

Functional Knowledge and Skills

Demonstrates skills and knowledge relevant to one's own function or work group. Applies current best practices in discipline or specialty area. Stays aware of major developments in discipline or specialty area. Recognized by customers and team members for functional knowledge and skills.

Service to Others/Customer Focus

Listens to customers (internal and external) and addresses needs and concerns. Keeps customers informed by providing status reports and progress updates. Delivers on service commitments. Meets established or agreed upon deadlines. Maintains supportive relationships with customers. Uses initiative to improve outcomes, processes, or measurements.

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Non-Manager

Building Trust		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
Does not behave or express oneself in an open or honest manner.	Behaves and expresses oneself in an open and honest manner.	Behaves and expresses oneself in an open and honest manner; is consistent in all cases with what he/she says and does; Appropriately handles difficult situations.
Often provides inaccurate and/or incomplete information.	Shares accurate information.	Consistently, in all cases, shares information that is accurate and complete; handles sensitive information appropriately.
Seldom completes assignments in a timely manner.	Completes almost all assignments on time; informs others when a delay will occur.	Follows through on all assignments and commitments, completing them in a timely and reliable manner; consistently, in all cases, makes others aware task/assignment status.
Struggles to consistently adhere to Emory policies and procedures.	Adheres to all policies and procedures.	Demonstrates commitment to Emory's goals, initiatives, policies and procedures through communication and actions.

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Supervisor & Manager

Building Trust		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
At times does not behave or express self in an open or honest manner; is inconsistent in what they say and do; struggles in difficult situations.	Behaves and expresses oneself in an open and honest manner; is consistent in all cases with what he/she says and does; Appropriately handles difficult situations.	Always behaves and expresses self in an open and honest manner; always consistent in what they say and do; is discreet and professional; demonstrates advanced skill and tact in handling difficult situations and sensitive matters.
On more than one occasion has disclosed information that is inaccurate, incomplete, or inappropriate (e.g., confidential, sensitive in nature).	Consistently, in all cases, shares information that is accurate and complete; handles sensitive information appropriately.	Is a role model for consistently, in all cases, sharing information that is accurate and complete;; handles sensitive information with extreme care; encourages and inspires others to act the same..
Struggles to follow through on certain assignments and commitments in a timely or consistent manner	Follows through on all assignments and commitments, completing them in a timely and reliable manner; consistently, in all cases, makes others aware of task/assignment status.	Completes all assignments ahead of schedule, reliably and in all cases consistently; prioritizes assignments and provides the tools and information team members need to do the same.
Is selective in supporting Emory's goals and initiatives; does not consistently adhere to Emory's policies and procedures.	Demonstrates commitment to Emory's goals, initiatives, policies and procedures through communication and actions.	Helps others understand Emory's goals, initiatives, policies, and procedures; always adheres to and enforces all policies and procedures.
Seldom encourages employees to be open and honest; occasionally allows employees to provide inaccurate or incomplete information; does not emphasize importance of keeping commitments.	Encourages employees to be open and honest; holds employees accountable for sharing accurate and complete information; recognizes employees who follow through and demonstrate commitment.	Encourages and recognizes employees for their openness and honesty; consistently, in all cases, holds employees accountable for sharing accurate and complete information; actively acknowledges employees and colleagues who follow through and demonstrate commitment.

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Non-Manager

Collaboration		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
Does not treat all people with the same level of respect, dignity or fairness.	Treats all people with dignity and respect; strives to be fair and consistent.	Consistently (in all cases) treats everyone with dignity, respect and fairness; is very easy to approach and helpful.
Seldom attempts to resolve interpersonal conflicts; lets problems fester and escalate; often requires third party intervention.	Strives to resolve interpersonal conflicts constructively; seeks assistance when needed.	Resolves interpersonal conflicts constructively and professionally; seldom requires outside assistance.
Demonstrates an unwillingness to help others succeed.	Spends time with others when asked, to help them succeed.	Enthusiastically spends time with others to help them and the team succeed.
Does not demonstrate respect for cultural and individual values; struggles to appreciate the strengths and backgrounds of others.	Demonstrates respect of cultural and individual values, regardless of background.	Promotes awareness and respect of cultural and individual values; leverages the strengths of others to accomplish goals, regardless of background.
Does not show interest in listening to ideas from others; has difficulty respecting ideas when different from own; tends to reach conclusions before listening to all sides.	Listens to and considers ideas from others, even when different from own.	Listens to and carefully considers ideas from others, even when different from own; ensures all sides are heard before reaching a conclusion.

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Supervisor & Manager

Collaboration		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
Does not treat all people with dignity, respect, and fairness.	Consistently, in all cases, treats everyone, with dignity, respect and fairness; is very easy to approach and helpful.	Is a role model for consistently treating all people with dignity, respect, and fairness; inspires and ensures that others do so as well, holding them accountable if they do not.
Avoids conflict, or engages in conflict in a way that is unproductive.	Resolves interpersonal conflicts constructively and professionally; seldom requires outside assistance.	Consistently, in all cases, resolves interpersonal conflict constructively; utilizes conflict as an opportunity rather than a problem.
Misses opportunities to share time, resources and knowledge with others.	Enthusiastically spends time with others to help them and the team succeed.	Anticipates and acts upon opportunities for helping others succeed; consistently and enthusiastically shares time, resources and knowledge with others.
Seldom promotes awareness and respect of cultural and individual values and differences; overlooks opportunities to leverage the strengths of others.	Promotes awareness and respect of cultural and individual values and differences; leverages the strengths of others to accomplish goals, regardless of background.	Consistently, in all cases, promotes awareness and respect of cultural and individual values and differences; proactively seeks out others from a variety of backgrounds to assist in accomplishing goals.
Does not show interest in listening to ideas from others; has difficulty respecting ideas when different from own; tends to reach conclusions before listening to all sides.	Listens to and carefully considers ideas from others, even when different from own; ensures all sides are heard before reaching a conclusion.	Actively solicits and encourages ideas from a wide variety of individuals; is always careful to ensure every side is heard and considered before reaching a conclusion; lets others know they've been heard and are valued.
Does not value the importance of teamwork; has difficulty resolving team conflicts; neglects the importance of respect for all when interacting with the team.	Encourages teamwork among direct reports; facilitates resolution of team conflicts; promotes respect among all team members.	Visibly and proactively encourages teamwork among direct reports; consistently facilitates the resolution of team conflicts in a way that is mutually agreeable; promotes respect and recognizes contributions from all team members.

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Non-Manager

Communication		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
Seldom shares information that is important to others without prompting and questioning.	Shares important information with others.	Provides regular, consistent, and meaningful information to others; ensures appropriate individuals are informed.
Shows little interest in what others have to say.	Listens carefully and asks questions when needed.	Listens carefully to others, asks questions for clarification, and ensures message is understood.
Does not communicate in a clear and concise manner; frequently uses improper grammar, pronunciation, or tone; difficult to understand.	Communicates in a clear and concise manner using appropriate grammar, pronunciation, and tone.	Communicates in a clear and concise manner using appropriate grammar, pronunciation, and tone; conveys message using appropriate method of communication (email, phone, in person).
Often communicates non-verbally in an unprofessional manner.	Demonstrates professionalism through appropriate body language and nonverbal communication.	Demonstrates an ability to influence others by modeling appropriate body language and nonverbal communication.
Rarely adjusts communication style; overlooks needs of different situations.	Demonstrates an awareness of when to adjust communication style based on the situation.	Tailors communication style to the needs of each situation and audience.

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Supervisor & Manager

Communication		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
At times does not provide regular, consistent, or meaningful information to others; requires frequent prompting and follow-up.	Provides regular, consistent, and meaningful information to others; ensures appropriate individuals are informed.	Proactively gives regular, consistent, and meaningful communication throughout organization; ensures important matters are shared with all appropriate individuals.
Does not listen carefully; seldom ensures message is understood.	Listens carefully to others, asks questions for clarification, and ensures message is understood.	Consistently listens to others with care and interest; asks questions for clarification and ensures the message is understood.
Does not consistently communicate in a clear and concise manner; does not use proper grammar, pronunciation, or tone; is difficult to understand.	Communicates in a clear and concise manner using appropriate grammar, pronunciation and tone; conveys message using appropriate method of communication (email, phone, in person).	Consistently communicates in a clear and concise manner; utilizes proper grammar, pronunciation, and tone to enhance understanding; consistently conveys message using appropriate method of communication (email, phone, in person).
Struggles with demonstrating professionalism through body language, including poor eye-contact and improper posture.	Demonstrates an ability to influence others by modeling appropriate body language and nonverbal communication.	Takes special care to always demonstrate professionalism by modeling appropriate body language and nonverbal communication.
Does not tailor communication style to the needs of the audience; shows little appreciation for importance.	Tailors communication style to the needs of each situation and audience.	Consistently, in all cases, tailors communication style to the needs of the audience; often follows up to ensure message is understood.
Seldom encourages direct reports to communicate consistently, clearly or professionally.	Encourages direct reports to communicate consistently, clearly and professionally.	Teaches direct reports best practices in delivering consistent, clear and professional communication; provides coaching and guidance as needed.

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Non-Manager

Delivering Results		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
Is selective in amount of effort given; only strives to deliver good results for certain tasks and goals.	Delivers good results for all assigned tasks and goals.	Achieves excellence in all tasks and goals.
Struggles to stay focused on tasks and assignments; easily distracted.	Stays focused on tasks and assignments.	Maintains focus and perseveres even in the face of obstacles.
Is inefficient in use of time; often misses deadlines and fails to complete assignments.	Uses time efficiently to complete assignments.	Uses time efficiently; adapts plans when changes occur. Prioritizes tasks based on importance.
Struggles with maintaining current job knowledge and skills.	Maintains current job knowledge and skills.	Actively pursues professional development and growth.
Is not open to feedback from others; criticizes and ignores feedback from others.	Is receptive to and implements suggestions for improvement.	Is receptive to and implements suggestions for improvement. Solicits feedback. Actively identifies ways to improve.

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Supervisor & Manager

Delivering Results		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
Is inconsistent in completing tasks and goals; demonstrates little desire for excellence in work.	Achieves excellence in all tasks and goals.	Coaches team on best practices in achieving and maintaining excellence in all tasks and goals.
Struggles to maintain focus, perseverance, and resilience in the face of obstacles - allows roadblocks to cease progress.	Maintains focus and perseveres, even in the face of obstacles.	Consistently, in all cases, maintains focus and perseveres in the face of obstacles; inspires others to do the same.
Struggles to use time efficiently; is often slow to respond; becomes distracted or unable to complete tasks when confronted with challenges. Is slow to adjust priorities. Ineffective in delegating assignments.	Uses time efficiently; adapts plans when changes occur. Prioritizes tasks based on importance. Delegates appropriately.	Always uses time efficiently and responds quickly and constructively when confronted with challenges. Adjusts quickly to changing priorities. Carefully plans the delegation of assignments, based on skill, developmental needs and urgency.
Does not actively seek to develop job knowledge and skills; misses key opportunities for personal development or developing others.	Actively pursues professional development and growth for self and team.	Inspires others to ensure job knowledge and skills are current and valuable; provides others with experiences and opportunities for development. Makes staff development a priority.
Criticizes or ignores feedback from others; struggles with accepting developmental feedback.	Is receptive to and implements suggestions for improvement. Solicits feedback. Actively identifies ways to improve.	Actively solicits feedback from others and works to implement suggestions. Utilizes feedback to improve leadership effectiveness.
Does not hold others accountable for providing timely and quality results; provides inadequate or little guidance to others on how to maintain focus and overcome obstacles. Struggles to provide constructive performance feedback.	Holds direct reports accountable for producing quality, timely results; helps others maintain focus and overcome obstacles. Provides performance feedback that facilitates development.	Leads a high performing team that far exceeds expectations. Shares best practices for maintaining focus and overcoming obstacles. Consistently, in all cases, provides and instructs others on how to give constructive performance feedback that facilitates professional development.

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Non-Manager

Problem Solving		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
Seldom considers multiple sides of an issue; fails to consider consequences before making a decision.	Considers multiple sides of an issue. Weighs consequences before making final decision.	Breaks down problems into fundamental parts. Identifies root causes and addresses problems in ways that lead to innovative solutions.
Overlooks available information before making decisions; often appears uninformed.	Makes informed decisions based on available information.	Consistently, in all cases, makes informed decisions based on available and hard to find information. Utilizes information that is relevant, current and clear.
Overlooks issues, problems or opportunities which should be advanced in the decision making process. Fails to follow up.	Recognizes issues and determines actions needed to advance the decision making process. Follows up as necessary.	Recognizes typical as well as complex and unusual issues, and actions needed to advance the decision making process. Recommends possible solutions. Follows up to ensure resolution.
Seldom performs well in ambiguous situations. Is resistant to new ideas and processes. Infrequently adjusts approach to achieve results.	Not discouraged by ambiguous situations. Is open to new ideas and processes. Adjusts approach to achieve results.	Creates new ideas and processes despite initial ambiguity of the situation; modifies approach as changes occur to ensure results are achieved.

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Supervisor & Manager

Problem Solving		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
Seldom breaks down problems into their parts, or examines root causes. Seldom considers consequences before making final decision.	Breaks down problems into fundamental parts. Identifies root causes and addresses problems in ways that lead to innovative solutions.	Generates innovative, elegant solutions that are aligned with the University's mission and vision. Sees beyond the immediate solution to potential process improvements.
At times makes decisions that overlook important available information.	Consistently, in all cases, makes informed decisions based on available and hard to find information. Utilizes information that is relevant, current and clear.	Consistently, in all cases, makes informed and well thought out decisions, based on all available and obscure information. Always utilizes information that is relevant, current and clear – and which leads to creative solutions.
Fails at times to recognize issues that require a solution; overlooks actions needed to advance the decision making process.	Recognizes typical as well as complex and unusual issues, and actions needed to advance the decision making process. Recommends possible solutions. Follows up to ensure resolution.	Even in the most difficult situations, recognizes issues and determines whether action is needed; takes charge of a group when necessary and makes decisions in a timely manner.
Becomes discouraged by ambiguous situations. Does not always adjust approach to achieve results.	Creates new ideas and processes despite initial ambiguity of the situation; modifies approach to achieve results in changing situations.	Consistently, in all cases, creates new ideas and processes despite initial ambiguity of the situation. Empowers and inspires others to find solutions in a timely manner.
Overlooks opportunities to assist employees with solving problems. Does not recognize others for successful problem solving.	Assists employees in diagnosing problems and recognizing issues. Takes time to help employees identify critical connections, consequences and alternatives. Recognizes successful adaptations	Often gives staff opportunities to apply and strengthen problem solving skills. Challenges staff with opportunities. Establishes a culture that embraces problem solving for personal growth.

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Non-Manager

Taking Initiative		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
Seldom takes action to improve outcomes, process or measurements.	Responds appropriately on own to improve outcomes, processes or measurements.	Actively seeks out ways on own to improve outcomes, processes or measurements.
Seldom assumes responsibility and leadership when asked.	Assumes responsibility and leadership when asked.	Takes responsibility and provides leadership on projects or initiatives.
Frequently requires supervision to complete routine tasks.	Accomplishes goals independently, with little need for supervision. Takes ownership and accountability for own performance.	Takes action on projects without being directed to do so, and looks for opportunities to move projects along.
Seldom seeks out and/or accepts additional responsibilities in the context of the job; avoids all but what is directly asked of him/her.	Seeks out and/or accepts additional responsibilities in the context of the job.	Enthusiastically seeks and accepts additional responsibilities, both in the context of the job and outside immediate job responsibilities.

Supervisor & Manager

Taking Initiative		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
Infrequently seeks ways to improve outcomes.	Actively seeks out ways on own to improve outcomes, processes or measurements.	Consistently, in all cases, seeks out ways on own to make improvements to outcomes, processes and/or measurements. Collaborates with external units to create and develop opportunities for improvement.
Seldom takes responsibility for or provides leadership in projects/initiatives.	Takes responsibility and provides leadership on projects or initiatives	Consistently, in all cases, takes responsibility and provides leadership on projects or initiatives and brings projects to a successful conclusion.
Often waits for direction to initiate action on projects.	Takes action on projects without being directed to do so, and looks for opportunities to move projects along.	Always advances projects by identifying and recommending internal /external resources when available resources are insufficient. Recognizes external/internal risks and develops projects to address issues. Advocates for change when needed.
Shows little enthusiasm for seeking or accepting additional responsibilities, inside or outside the context of one's job description.	Enthusiastically seeks and accepts additional responsibilities, both in the context of the job and outside immediate job responsibilities.	Is a role model for seeking and accepting additional responsibilities. Inspires others to contribute above and beyond the context of the job, for the good of Emory University.
Rarely encourages or identifies staff development opportunities.	Encourages staff to identify and address process improvements, participate in projects and on committees when appropriate.	Identifies and/or provides opportunities for staff to assume leadership roles on projects and/or committees.

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Non-Manager

Functional Knowledge and Skills		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
Does not demonstrate the skills and knowledge necessary to effectively accomplish tasks within one's own function or work group.	Demonstrates skills and knowledge relevant to one's own function or work group.	Demonstrates expertise in skill and knowledge within areas relevant to one's own function or work group.
Seldom considers or applies best practices in discipline or specialty area.	Applies current best practices in discipline or specialty area.	Develops and contributes to best practices in discipline or specialty area for the work group.
Does not stay aware of major developments in discipline or specialty area.	Stays aware of major developments in discipline or specialty area.	Serves as a resource for others regarding major developments in discipline or specialty area, and facilitates sharing of methods and knowledge.
Seen by customers and team members as lacking functional knowledge and skills.	Recognized by customers and team members for functional knowledge and skills.	Consistently, in all cases, seen by customers and team members as possessing high functional knowledge and skills.

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Supervisor & Manager

Functional Knowledge and Skills		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
Does not demonstrate mastery of the skills or knowledge relevant to one's own function or work group.	Demonstrates expertise in skill and knowledge within areas relevant to one's own function or work group.	Helps others become experts within function or work group; readily shares expertise and insights.
Does not strive to apply or contribute to best practices in discipline or specialty area.	Develops and contributes to best practices in discipline or specialty area for the work group.	Is a sought after resource for best practices in discipline or specialty area; leads others in applying best practices.
Seldom serves as a resource for others regarding major developments in discipline or specialty area; does not facilitate sharing of the most current information.	Serves as a resource for others regarding major developments in discipline or specialty area, and facilitates sharing of methods and knowledge.	Encourages others to stay current on developments in discipline or specialty area; creates learning opportunities for sharing trends and latest information.
Seen by customers and team members as lacking functional knowledge and skills.	Consistently, in all cases, seen by customers and team members as possessing high functional knowledge and skills.	Mentors others on how to exhibit high functional knowledge and skills balanced with professionalism and leadership.

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Non-Manager

Service to Others/Customer Focus		
Note: the word "customer" as used here refers to anyone that is served by another as an Emory University employee, or is a recipient of another's work or output (e.g., student, donor, other departments, etc.).		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
Often misinterprets customer requests.	Listens to customers (internal and external) and addresses needs and concerns.	Anticipates adverse customer reactions and develops better alternatives. Actively solicits feedback from customers to surface needs and concerns.
Frequently waits for customer to request status updates. Fails to anticipate importance of communication and information exchange.	Keeps customers informed by providing status reports and progress updates.	Proactively keeps customers informed with both formal and informal communications. Follows up with customers to ensure satisfaction.
Seldom fulfills service commitments or meets deadlines.	Delivers on service commitments. Meets established or agreed upon deadlines.	Fulfills service commitments prior to deadlines. Willingly puts in extra time and effort in crisis situations; goes the "extra mile" to ensure customer needs are met.
Seldom takes initiative to develop customer relationships.	Maintains supportive relationships with customers. Uses initiative to improve outcomes, processes, or measurements.	Actively seeks new opportunities to build relationships and understand the needs of customers.

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Supervisor & Manager

Service to Others/Customer Focus		
Note: the word "customer" as used here refers to anyone that is served by another as an Emory University employee, or is a recipient of another's work or output (e.g., student, donor, other departments, etc.).		
Unacceptable (1)	**Meets Expectations (3)**	**Far Exceeds Expectations (5)**
Fails to recognize adverse customer reactions. Fails to solicit feedback from customers.	Anticipates adverse customer reactions and develops better alternatives. Actively solicits feedback from customers to surface needs and concerns.	Recognizes trends in adverse customer reactions and recommends alternatives. Often consults with diverse customer groups to identify common issues, problems or gaps in service.
Rarely provides timely responses to customer needs.	Proactively keeps customers informed with both formal and informal communications. Follows up with customers to ensure satisfaction.	Implements efficient processes and systems that ensure customers are consistently kept informed of status and progress updates. Consistently, in all cases, aware of whether customers are satisfied.
Rarely meets customer deadlines. Seldom assists in crisis situations. Relies on others to meet goals.	Fulfills service commitments prior to deadlines. Willingly puts in extra time and effort in crisis situations; goes the "extra mile" to ensure customer needs are met.	Consistently, in all cases, fulfills service commitments prior to deadlines. Always puts in the extra time and effort during crises and goes the extra mile to meet customer needs. Puts processes and procedures in place to prevent reoccurrence of problems.
Seldom considers new opportunities to understand customer needs; comfortable with status quo.	Actively seeks new opportunities to build relationships and understand the needs of customers.	Is a role model for seeking new opportunities and ways to understand customer needs; inspires others to serve customers in creative, supportive ways; devises strategies and options to ensure success.
Frequently provides lower level of customer service to staff than to internal and external customers.	Provides same high level of customer service to staff as to internal and external customers. Delivers on promises to employees.	Always encourages and instructs staff to take action. Helps employees remove barriers to providing a high level of customer service.

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Rating Scale for Competencies

1. **Unacceptable**: Inadequate performance that is frequently below job requirements and clearly problematic.
2. **Needs improvement**: Generally adequate performance but needs some improvement in order to consistently meet job requirements.
3. **Meets expectations**: Capable, satisfactory performance that consistently meets and occasionally exceeds job requirements.
4. **Exceeds expectations**: Strong performance that consistently meets and frequently exceeds job requirements.
5. **Far exceeds expectations**: Superior performance that regularly exceeds job requirements. This rating should be <u>reserved for truly outstanding performance throughout the review period.</u>

Overall Score Rating Scale

1. **Unacceptable**: The employee frequently performs below the level expected of this position in all or almost all key aspects of the position. Both what is produced and how it is produced are below Emory standards and clearly unacceptable. Unless there is obvious and immediate improvement, earning this rating should cause Emory and the employee to seriously consider whether continued employment is appropriate. *A performance improvement plan and review by HR is required.*
2. **Needs improvement**: The employee demonstrates adequate performance in most areas, but needs improvement in one or more significant aspects that are critical to the position. Either what is produced or how it is produced require improvement in one or more areas to meet expectations of the position and Emory. Such performance shortfalls may be attributable to newness on the job, missing or undeveloped skills, and/or experience. Regardless, this rating conveys that performance is below expectations in one or more areas and must be improved. *A performance improvement plan and review by HR is required.*
3. **Meets expectations**: The employee consistently demonstrates capable, or satisfactory, performance. Both what is produced and how it is produced meet Emory standards and expectations of the position. The employee is a dependable, competent, knowledgeable individual who meets and occasionally exceeds expectations of the position. This rating conveys solid, effective performance.
4. **Exceeds expectations**: The employee demonstrates strong, consistent performance in all or almost all competencies, skills and responsibilities. Both what is produced and how it is produced meet and often exceed Emory standards and expectations of the position. Results add value beyond the scope of the current role, often benefiting the division/department. Examples of these results must be given to receive this rating. This rating should be reserved for employees with strong, commendable performance.
5. **Far exceeds expectations**: The employee regularly demonstrates superior performance. Both what is produced and how it is produced far exceed Emory standards and expectations of the position. The employee is extraordinarily competent and productive. Performance at this level occurs throughout the year and across all key aspects of the position. This employee is often sought out by others for counsel and assistance, and is widely recognized as a role model. Examples of the results and sought after expertise must be given to receive this rating. This rating should be used sparingly and <u>reserved for truly outstanding performance throughout the review period</u>.

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