



Skills for Success

CHARACTERISTICS OF PERFORMANCE LEVELS

Staff can expect their supervisors to establish position-specific performance expectations and standards. Although staff members overall position performance has many facets, the characteristics of individual performance levels across success skills are represented below.

	Fails to achieve expectations/standards	Needs improvement to fully achieve expectations/standards	Fully achieves expectations/standards	Frequently exceeds expectations/standards	Consistently surpasses expectations/standards
<div style="background-color: red; color: white; padding: 5px; display: inline-block;">Skills for Success</div> Examples of Demonstrated Behaviors:	<p><i>Does not fulfill position requirements.</i></p> <p><i>Corrective performance plan must be outlined and monitored, or termination must be initiated.</i></p>	<p><i>Fails to meet one or more of the significant position requirements. Requires improvements in areas noted.</i></p> <p><i>Corrective performance plan must be outlined and monitored</i></p>	<p><i>Fulfills position requirements, consistently meeting established goals and expectations. Performance makes the expected contributions to unit goals.</i></p>	<p><i>Performs beyond expectations in a majority of position duties and responsibilities. Consistently meets and, at time, 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>
<p>Inclusiveness:</p> <ul style="list-style-type: none"> ▪ Shows respect for difference in backgrounds, lifestyles, viewpoints, and needs, with respect to ethnicity, gender creed and sexual orientation ▪ Promotes cooperation and a welcoming environment for all ▪ Works to understand the perspectives brought by all individuals ▪ Pursues knowledge of diversity and inclusiveness 	<ul style="list-style-type: none"> ▪ Fails to demonstrate equitable respect for members of Cornell Community. Is uncooperative with certain community members. • Avoids opportunity to build knowledge of diversity and inclusiveness. 	<ul style="list-style-type: none"> ▪ Occasionally demonstrates a lack of respect for others; may exhibit difficulty in establishing effective working relationships with certain members of community. ▪ Does not take initiative to build knowledge of diversity and inclusiveness. 	<ul style="list-style-type: none"> ▪ Demonstrates equitable respect for and welcomes all members of Cornell Community. ▪ Establishes and welcomes effective working relationships with all members of Cornell Community. ▪ Regularly builds knowledge of and demonstrates behaviors consistent with the University’s diversity and inclusiveness objectives. 	<ul style="list-style-type: none"> ▪ Frequently seeks opportunities to encourage others to demonstrate equitable and respectful treatment for members of Cornell Community while modeling desired behavior. ▪ Takes initiative to improve cooperation and welcome environment for all. ▪ Actively seeks and considers different perspectives. ▪ Frequently seeks to increase and apply knowledge of diversity and inclusiveness. 	<ul style="list-style-type: none"> ▪ Leads and/or inspires others in demonstrating equitable respect for all members of Cornell Community. ▪ Consistently promotes cooperation and welcoming environment for all. ▪ Gains different perspectives and shares with leadership to continually enhance inclusive and diverse environment at Cornell. ▪ Consistently pursues knowledge of diversity and inclusiveness and actively develops those skills in others.
<p>Adaptability:</p> <ul style="list-style-type: none"> ▪ Is flexible, open and receptive to new ideas and approaches ▪ Adapts to changing priorities, situations, and demands ▪ Handles multiple tasks and priorities ▪ Modifies one’s preferred way of doing things 	<ul style="list-style-type: none"> ▪ Fails to change usual patterns of behavior or performance to meet specific expectations. ▪ Is not receptive to new information or viewpoints. ▪ Is unwilling to try or support a difficult approach. 	<ul style="list-style-type: none"> ▪ Exhibits difficulty in adjusting to changing situations, priorities, and responsibilities. ▪ Lacks appreciation and understanding of different perspectives. ▪ Has difficulty managing workload. 	<ul style="list-style-type: none"> ▪ Is flexible, open, and receptive to new information, ideas and approaches. ▪ Usually adapts to changing priorities, situations, and demands. • Handles multiple tasks and priorities, and adjusts to ambiguity and change positively. • Modifies preferred way of doing things to support organizational objectives. 	<ul style="list-style-type: none"> ▪ Understands and appreciates different and opposing perspectives. ▪ Actively supports changing direction, priorities, and responsibilities. ▪ Is willing to experiment and take risks in trying a different approach. ▪ Switches roles and procedures easily to facilitate change and can be relied upon to help others in this process. 	<ul style="list-style-type: none"> ▪ Anticipates and proactively responds to changing situations to achieve work results- generating new ideas, information, and explores new possibilities. ▪ Champions change and works effectively within a variety of situations, individuals and/or groups to respond to change. ▪ Inspires, encourages and provides guidance and support to others in response to change. Maintains and promotes receptivity, flexibility and focus when dealing with uncertainty, change and transition.

<div style="background-color: red; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">Skills for Success</div> <p><i>Examples of Demonstrated Behaviors:</i></p>	Fails to achieve expectations/standards <i>Does not fulfill position requirements.</i> <i>Corrective performance plan must be outlined and monitored, or termination must be initiated.</i>	Needs improvement to fully achieve expectations/standards <i>Fails to meet one or more of the significant position requirements. Requires improvements in areas noted.</i> <i>Corrective performance plan must be outlined and monitored</i>	Fully achieves expectations/standards <i>Fulfills position requirements, consistently meeting established goals and expectations. Performance makes the expected contributions to unit goals.</i>	Frequently exceeds expectations/standards <i>Performs beyond expectations in a majority of position duties and responsibilities. Consistently meets and, at time, exceeds position expectations – making a significant contribution to the overall achievement of unit/department goals.</i>	Consistently surpasses expectations/standards <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>Self Development:</p> <ul style="list-style-type: none"> ▪ Enhances personal knowledge, skills, and abilities ▪ Anticipates and adapts to technological advances as needed ▪ Seeks opportunity for continuous learning ▪ Seeks and acts upon performance feedback 	<ul style="list-style-type: none"> ▪ Ineffectively applies or lacks job knowledge/skills to meet standards. ▪ Avoids and/or does not benefit from opportunities for learning. ▪ Does not improve behaviors in response to performance feedback. 	<ul style="list-style-type: none"> ▪ Frequently fails to pursue developmental opportunities and/or apply new skills to meet standards. ▪ Does not fully improve behaviors in response to performance feedback. 	<ul style="list-style-type: none"> ▪ Effectively applies and pursues opportunities to increase job knowledge/skills to complete objectives. ▪ Acts successfully to improve behaviors in response to performance feedback. 	<ul style="list-style-type: none"> ▪ Customarily increases job knowledge/skills to accomplish objectives. ▪ Often seeks, accepts, and achieves noteworthy success on additional responsibilities. ▪ Actively seeks development performance feedback and acts upon input to continuously improve performance. 	<ul style="list-style-type: none"> ▪ Continually applies ever-increasing job-knowledge/skills to address challenges and/or lead new initiatives. ▪ Regularly seeks additional responsibilities and achieves significant success. ▪ Demonstrates continuous improvement in self and inspires others toward it.
<p>Communication:</p> <ul style="list-style-type: none"> ▪ Demonstrates the ability to express thoughts clearly, both orally and in writing ▪ Demonstrates effective listening skills ▪ Shares knowledge and information ▪ Asks questions and offers input for positive results 	<ul style="list-style-type: none"> ▪ Fails to write and/or speak effectively. Does not convey messages or ideas clearly. • Displays ineffective listening skills, including interrupting others, inappropriate responses, impatience, arrogance or disinterest, and inability to accurately restate others' views. • Fails to share knowledge and/or information in an effective manner. 	<ul style="list-style-type: none"> ▪ Writes and speaks in ways that hamper effectively conveying messages and ideas. • Exhibits less than effective listening through distraction, disinterest, overactive response, interruption, and/or somewhat inaccurate restatement of others' views. • Exhibits difficulty in sharing knowledge and/or information in a timely, effective manner. 	<ul style="list-style-type: none"> ▪ Writes and speaks clearly and succinctly in a variety of settings and styles to convey messages and ideas effectively. ▪ Demonstrates attentive, patient and active listening; accurately restates others' views. ▪ Shares knowledge and information with timeliness in manners appropriate to particular audience. 	<ul style="list-style-type: none"> • Writes and speaks frequently in varied settings and styles to convey messages and ideas in persuasive, effective, and inspiring manner. • Exhibits talented balance in listening to, seeking and drawing out others' views; accurately synthesizes individual and group conclusions. • Effectively encourages others to share knowledge and information with timeliness while modeling those same behaviors. 	<ul style="list-style-type: none"> • 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. • Consistently exhibits earnest listening and consideration to build trust and confidence while carrying input forward to appropriate parties. • Consistently models highly effective behaviors in sharing knowledge and information that propels and teaches others to perform in like manner.
<p>Teamwork:</p> <ul style="list-style-type: none"> ▪ Builds working relationships to solve problems and achieve common goals ▪ Demonstrates sensitivity to the needs of others ▪ Offers assistance, support, and feedback to others ▪ Works effectively and cooperatively with others 	<ul style="list-style-type: none"> ▪ Frequently displays behaviors and actions that are inconsistent with expected workplace courtesy, respect and individual consideration. ▪ Frequently behaves in manners detrimental to coworkers, teamwork, and/or customers. ▪ Does not cooperate with others to achieve assigned goals. 	<ul style="list-style-type: none"> ▪ On occasion, displays behaviors and actions that are inconsistent with expected workplace courtesy, respect and individual consideration. ▪ Sometimes exhibits behavior that is detrimental to the morale and/or the accomplishments of the work group and/or customers. ▪ Has difficulty cooperating with others to achieve assigned goals. 	<ul style="list-style-type: none"> ▪ Exhibits expected workplace courtesy, respect and individual consideration. ▪ Behaves in manners that positively influence working relationships. ▪ Contributes effectively to departmental and cross-departmental goals. 	<ul style="list-style-type: none"> ▪ Often exhibits positive behavior that promotes, supports, and influences cooperation from others while demonstrating consideration for others. ▪ Frequently gives and seeks respectful and constructive feedback among coworkers and superiors to improve morale and/or group accomplishments. ▪ Frequently enhances working relationships to improve departmental and cross-departmental accomplishments. 	<ul style="list-style-type: none"> ▪ Consistently leads colleagues to inspired cooperation and teamwork in support of college/unit/university goals. ▪ Actively seeks and gives respectful and constructive feedback among colleagues, improves own actions in response, and encourages others to do the same. ▪ Consistently develops opportunities for self and colleagues to improve working relationships and work outcomes.

<p style="text-align: center;">Skills for Success</p> <p><i>Examples of Demonstrated Behaviors</i></p>	<p style="text-align: center;">Fails to achieve expectations/standards</p>	<p style="text-align: center;">Needs improvement to fully achieve expectations/standards</p>	<p style="text-align: center;">Fully achieves expectations/standards</p>	<p style="text-align: center;">Frequently exceeds expectations/standards</p>	<p style="text-align: center;">Consistently surpasses expectations/standards</p>
<p>Service-Minded:</p> <ul style="list-style-type: none"> ▪ Is approachable/accessible to others ▪ Reaches out to be helpful in a timely and responsive manner ▪ Strives to satisfy one’s external and/or internal customers ▪ Is diplomatic, courteous, and welcoming 	<p><i>Does not fulfill position requirements.</i></p> <p><i>Corrective performance plan must be outlined and monitored, or termination must be initiated.</i></p> <ul style="list-style-type: none"> ▪ Displays behaviors and actions that are detrimental to co-workers, teamwork, and customers. ▪ Interactions with internal and external customers are characterized as discourteous, unresponsive, untimely, rude, or disrespectful. 	<p><i>Fails to meet one or more of the significant position requirements. Requires improvements in areas noted.</i></p> <p><i>Corrective performance plan must be outlined and monitored</i></p> <ul style="list-style-type: none"> ▪ At times, displays actions that are detrimental to customer-service relationships. ▪ In areas identified, does not provide expected level of assistance and service to internal and/or external customers. ▪ Demonstrates unsatisfactory performance in one or more of the behaviors noted immediately to the right in the “Fully Achieves” category. 	<p><i>Fulfills position requirements, consistently meeting established goals and expectations. Performance makes the expected contributions to unit goals.</i></p> <ul style="list-style-type: none"> ▪ Establishes and maintains productive work relationships with colleagues and customers. ▪ Understands customer needs and works to meet them, taking into consideration ethical behavior, university policies, regulations, and resources. ▪ Is approachable, diplomatic, accessible, and welcoming. ▪ Reaches out to be helpful. Is proactive in providing helpful, courteous, and timely assistance. ▪ Is accountable for correcting problems related to services provided. 	<p><i>Performs beyond expectations in a majority of position duties and responsibilities. Consistently meets and, at time, exceeds position expectations – making a significant contribution to the overall achievement of unit/department goals.</i></p> <ul style="list-style-type: none"> ▪ Regularly seeks/implements improvements in customer relationships. ▪ Strongly exhibits positive behavior that promotes and influences cooperation from others. ▪ Understands customer culture and history – often anticipating their needs. ▪ Is recognized by customers as one who is very knowledgeable/experience and usually surpassed their expectations. • Readily adapts to needs of diverse customers. 	<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> <ul style="list-style-type: none"> ▪ Viewed and trusted by internal and external customers as extremely knowledgeable and highly skilled at what they do. ▪ Contributes and leads innovation and workable solutions to project/problems. ▪ Is valued as a partner in addressing customer needs. ▪ Is sought after to advise on complex, high level issues and activities. ▪ Is viewed as a role model in commitment, interactions, and performance results with all customers.
<p>Stewardship:</p> <ul style="list-style-type: none"> ▪ Demonstrates accountability in all work responsibilities ▪ Exercises sound and ethical judgment when acting in behalf of the university ▪ Exercises appropriate confidentiality in all aspects or work ▪ Shows commitment to work and to consequences of own actions 	<ul style="list-style-type: none"> ▪ Has poor attendance, which hinders workflow and achievement of organizational objectives. ▪ Routinely makes errors in handling of resources and/or information that compromises organizational objectives and operating integrity. ▪ Fails to demonstrate commitment and accountability in actions. 	<ul style="list-style-type: none"> ▪ Displays irregular attendance that impacts workflow and achievement of organizational objectives. ▪ Occasionally makes errors in handling of resources and/or information that compromises organizational objectives. ▪ Displays behaviors inconsistent with commitment and accountability. 	<ul style="list-style-type: none"> ▪ Maintains regular attendance to meet organizational needs. ▪ Demonstrates accountability, trustworthiness and balance in handling information, processes and resources to effectively pursue organizational objectives. ▪ Is committed to and accountable for work responsibilities and actions to achieve organizational objectives. 	<ul style="list-style-type: none"> • Maintains excellent attendance and is very dependable in accomplishing organizational needs. • Demonstrates strong integrity and sound judgment in the use of resources and the handling and interpretation of highly sensitive information while pursuing organizational objectives. • Inspires strong commitment and accountability among others by modeling appropriate behaviors. 	<ul style="list-style-type: none"> • Consistently demonstrates excellent attendance, dependability, and dedication to accomplishing organizational objectives. • Leads others to behave with integrity and sound judgment in the use of resources and the handling and interpretation of highly sensitive information while modeling those behaviors to achieve organizational objectives. • Gives recognition to those who demonstrate strong commitment and accountability while modeling those same behaviors.

<div style="background-color: red; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">Skills for Success</div> <p><i>Examples of Demonstrated Behaviors</i></p>	Fails to achieve expectations/standards	Needs improvement to fully achieve expectations/standards	Fully achieves expectations/standards	Frequently exceeds expectations/standards	Consistently surpasses expectations/standards
<p>Motivation:</p> <ul style="list-style-type: none"> ▪ Shows initiative, anticipates needs and takes actions ▪ Demonstrates innovation, creativity and informed risk-taking ▪ Engages in problem-solving; suggests ways to improve performance and be more efficient ▪ Strives to achieve individual, unit, and university goals 	<p><i>Does not fulfill position requirements.</i></p> <p><i>Corrective performance plan must be outlined and monitored, or termination must be initiated.</i></p> <ul style="list-style-type: none"> ▪ Shows little or no interest in the work. ▪ Often delivers inaccurate and generally undependable results. ▪ Resists learning the more complex/responsible parts of the job. ▪ Is frequently absent or late to work. 	<p><i>Fails to meet one or more of the significant position requirements. Requires improvements in areas noted.</i></p> <p><i>Corrective performance plan must be outlined and monitored</i></p> <ul style="list-style-type: none"> ▪ Usually turns to others to solve problems. ▪ Is reluctant to take on new assignments. ▪ Does not seek to contribute beyond basic assignments. ▪ Attendance may be undependable. 	<p><i>Fulfills position requirements, consistently meeting established goals and expectations. Performance makes the expected contributions to unit goals.</i></p> <ul style="list-style-type: none"> ▪ Is generally enthusiastic about the work and welcomes new responsibilities. ▪ Produces dependable, accurate, and timely results. ▪ Effectively addresses work problems and demonstrates proactive problem solving. ▪ Has a “can-do” attitude and is a positive influence on others. ▪ Maintains cooperative working relationships with co-workers and supervisors. 	<p><i>Performs beyond expectations in a majority of position duties and responsibilities. Consistently meets and, at time, exceeds position expectations – making a significant contribution to the overall achievement of unit/department goals.</i></p> <ul style="list-style-type: none"> ▪ Anticipates needs and figures out new ways to meet them. ▪ Often contributes creative ideas to improve the work. ▪ Builds cooperative working relationships with others outside the work group. ▪ Encourages others to take positive action on problem-solving and/or new assignments. ▪ Frequently displays behaviors that have a positive impact on coworkers’ morale. 	<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> <ul style="list-style-type: none"> ▪ Consistently demonstrates motivated behavior and inspires it in others. ▪ Provides leadership to others in solving work problems. ▪ Activates motivation in others. ▪ Routinely seeks, accepts and achieves a high level of success on new responsibilities. ▪ Contributes significantly to the organization’s morale and success well beyond the job requirements.