Personal Characteristics

Analytical Thinking
Breaks down problems and issues into components. Analyzes the costs, benefits, opportunities, and risks associated with each alternative solution. Identifies hidden problems. Does not accept superficial or overly simplistic solutions to complex problems.

**Proficiency Levels:**
1. Excellent analytical skills. Analyzes the costs, benefits, opportunities, and risks of each potential solution thoroughly.
2. Very good analytical skills. Analyzes the costs, benefits, opportunities, and risks of each potential solution.
3. Good analytical skills. Takes a role in analyzing the costs, benefits, opportunities, and risks of each potential solution.
4. Developing analytical skills. Needs to take more time to analyze the costs, benefits, opportunities, and risks of each potential solution.
5. Poor analytical skills. Does not take time to analyze the costs, benefits, opportunities, and risks of each potential solution.

Building Trust
Communicates openly and honestly with all members of the Babson community. Follows through on commitments. Takes ownership and does not misrepresent the truth. Supports colleagues and team efforts.

**Proficiency Levels:**
1. Excellent reputation for trustworthiness through communicating honestly and following through on all commitments.
2. Very good reputation for trustworthiness through communicating honestly and following through on commitments.
3. Good reputation for trustworthiness. Strives to communicate honestly and follow through on commitments.
4. Developing reputation for trustworthiness. Needs to take steps to communicate and meet commitments, in order to build a reputation for trustworthiness. Must put a priority on communicating honestly and following through on commitments.
5. Poor reputation for trustworthiness by failing to communicate or follow through on commitments. Must improve reliability.

Collaboration
Works on projects as part of a team exchanging ideas and contributing skills that complement those of the other team members. Fulfills commitments to team members. Makes accomplishment of team objectives a high priority. Collaboration is one of Babson’s Core Values.

**Proficiency Levels:**
1. Excellent team player. Regularly conveys good ideas and opinions to the team. Has a positive impact on the team dynamics. Adds many complementary skills to the team.
2. Very good team player. Sometimes conveys good ideas and opinions to the team. Has potential to have a positive impact on team dynamics. Adds several complementary skills to the team.
3. Good team player, but at times lacks confidence to contribute ideas and opinions. Has limited impact on team dynamics. Adds a complementary skill to the team.
4. Developing as a team player. Prefers to work independently. Lacks confidence to contribute ideas and opinions, and does not have a positive impact on team dynamics. Does not add a complementary skill to the team.
5. Poor team player. Has a negative impact on the exchange of ideas and opinions. Does not make a positive contribution to the team.

Communication
Organizes and expresses ideas clearly. Uses appropriate and efficient methods for conveying information. Provides timely, accurate information so that others can make appropriate decisions.

**Proficiency Levels:**
1. Always expresses facts and ideas clearly in a credible manner. Always uses an appropriate tone. Displays excellent judgment as to what information should be communicated. Listens to others, and elicits feedback.
2. Usually expresses facts and ideas clearly in a credible manner. Uses an appropriate tone. Displays very good judgment as to what information should be communicated. Listens to others, and often elicits feedback.
3. Often expresses facts and ideas clearly in a credible manner. Usually uses an appropriate tone. Displays good judgment as to what information should be communicated. Often listens to others, and does not always elicit feedback.
4. Seldom expresses facts and ideas clearly in a credible manner. Does not always use an appropriate tone. Has difficulty judging what information should be communicated. Often listens to others, and does not always listen to others. Rarely elicits feedback.
5. Never expresses facts and ideas clearly. Often uses an inappropriate tone. Exercises poor judgment in determining information to share with others. Unwilling to listen to others or accept feedback.
Decisiveness
Investigates all available options and their potential consequences thoroughly. Involves others, as appropriate, to make high-quality decisions. Makes well-informed decisions on a timely basis.

**Proficiency Levels:**
1. Excellent ability to make thoughtful decisions under pressure. Gathers input before making decisions, and considers the impact of decisions. Able to make quick decisions when necessary. Not afraid to make unpopular decisions.
2. Very good ability to make thoughtful decisions under pressure. Gathers some input before making decisions, and considers the impact of decisions. Often able to make quick decisions. Occasionally lacks confidence in making unpopular decisions.
3. Good ability to make decisions. Occasionally does not fully consider the impact of decisions. Occasionally has difficulty making quick decisions. Lacks confidence in making unpopular decisions.
4. Developing ability to make decisions. Frequently does not fully consider the impact of decisions. Regularly has difficulty making quick decisions. Lacks confidence in making unpopular decisions.
5. Poor ability to make decisions. Does not consider the impact of decisions and does not make quick decisions. Lacks confidence in making decisions.

Excellence
Demonstrates concern for the accuracy and quality of work. Takes steps to correct mistakes and improve the overall product. Produces an adequate amount of work. Excellence is one of Babson's Core Values.

**Proficiency Levels:**
1. Always produces high-quality work. Excellent attention to detail.
2. Usually produces high-quality work. Very good attention to detail.
3. Often produces high-quality work. Good attention to detail.
4. Seldom meets expectations in terms of producing high-quality work. Occasionally lacking in attention to detail.
5. Never meets expectations in terms of producing high-quality work. Lacks attention to detail.

Initiative and Innovation
Works independently to solve problems. Looks for opportunities to take on more responsibility. Follows through on projects and assignments to ensure successful completion. Innovation is one of Babson's Core Values.

**Proficiency Levels:**
1. Always takes the initiative to resolve problems with minimal assistance from management. Has taken on new responsibilities, and acted on opportunities.
2. Usually takes the initiative to resolve problems with minimal assistance from management. Willing to take on new responsibilities and act on opportunities.
3. Often takes the initiative to resolve problems with minimal assistance from management. Usually willing to take on new responsibilities and act on opportunities.
4. Seldom takes initiative to resolve problems. Requires encouragement and input from managers before taking on new responsibilities or looking for solutions to problems. Hesitant to take on new responsibilities or act on opportunities.
5. Never takes initiative to resolve problems. Very reluctant to take on new responsibilities or act on opportunities.

Integrity and Ethics
Demonstrates a sense of responsibility and commitment to the organization. Follows through on commitments, and admits to mistakes. Acts in an ethical manner. Integrity is one of Babson's Core Values.

**Proficiency Levels:**
1. Excellent sense of responsibility and commitment. Can always be relied upon to follow through on commitments and promises. Willing to admit to mistakes.
2. Very good sense of responsibility and commitment. Can be relied upon to follow through on commitments and promises. Willing to admit to mistakes.
3. Good sense of responsibility and commitment. Usually follows through on commitments and promises, with a few small delays. When approached, is willing to admit to mistakes.
4. Developing sense of responsibility and commitment. Cannot always be relied upon to follow through on commitments and promises. Hesitant to admit to mistakes.
5. Poor sense of responsibility and commitment. Often fails to follow through on commitments. Will not admit to mistakes.
Interpersonal Skills
Is sensitive to the needs, feelings, and capabilities of others. Approaches others in a nonthreatening and pleasant manner, and treats them with respect. Builds rapport and effective relationships with all levels of internal and external constituents.

**Proficiency Levels:**
1. Excellent interpersonal skills. Always deals with others in a pleasant and respectful manner. Displays sensitivity to the needs and concerns of others.
2. Very good interpersonal skills. Deals with others in a pleasant and respectful manner. Displays sensitivity to the needs and concerns of others.
3. Good interpersonal skills. Usually deals with others in a pleasant and respectful manner. Considers the needs and concerns of others.
4. Developing interpersonal skills. Needs to be more sensitive to the needs, feelings, and capabilities of others. Has not always dealt with others in a pleasant and respectful manner.
5. Poor interpersonal skills. Often treats others with a lack of respect.

Managing Multiple Priorities
Handles multiple assignments and priorities while fulfilling all commitments. Involves stakeholders as needed to prioritize appropriately. Accepts new responsibilities and adapts to changes in procedures.

**Proficiency Levels:**
1. Always manages multiple priorities very effectively. Adapts to changes in procedures or conditions very easily. Accepts new responsibilities with great enthusiasm.
2. Usually manages multiple priorities effectively. Adapts to changes in procedures or conditions easily. Accepts new responsibilities with enthusiasm.
3. Often manages multiple priorities effectively. Adapts to changes in procedures and conditions. Displays a positive attitude toward accepting new responsibilities.
4. Seldom manages multiple priorities effectively. Adapts to changes in procedures and conditions after some time. Hesitant to accept new responsibilities.
5. Never manages multiple priorities effectively. Does not adapt to changes in procedures/conditions. Unwilling to accept new responsibilities.

Negotiation Skills
Listens to all points of view with an open mind, seeks collaborative solutions actively, and negotiates compromise when necessary. Demonstrates a direct, diplomatic approach with all parties. Develops trust and maintains positive relationships.

**Proficiency Levels:**
1. Excellent ability to listen to other points of view and negotiate a fair compromise.
2. Very good ability to listen to other points of view and negotiate a fair compromise.
3. Good ability to listen to other points of view and negotiate a fair compromise.
4. Developing ability to listen to other points of view and negotiate a fair compromise.
5. Poor ability to listen to other points of view. Does not negotiate a fair compromise.

Networking
Seeks opportunities to create professional connections. Builds rapport with a variety of people both on and off campus. Develops alliances to work together toward common goals.

**Proficiency Levels:**
1. Excellent ability to build rapport and develop alliances with a variety of people. Always modifies communication style to deal with different types of people in an appropriate manner.
2. Very good ability to build rapport and develop alliances with a variety of people. Usually modifies communication style to deal with different types of people in an appropriate manner.
3. Good ability to build rapport and develop alliances with a variety of people. Sometimes modifies communication style to deal with different types of people in an appropriate manner.
4. Developing ability to build rapport and develop alliances with a variety of people. Has difficulty modifying communication style to deal with different types of people and situations.
5. Poor ability to build rapport and develop alliances with others. Does not modify communication style to deal with different types of people and situations.

Organization
Maintains organized electronic and paper records. Organizes information and files in a meaningful way for all users. Keeps an organized work space. Makes efficient use of resources.

**Proficiency Levels:**
1. Excellent record-keeping skills and makes very efficient use of resources.
2. Very good record-keeping skills and makes efficient use of resources.
3. Good record-keeping skills and makes use of resources.
4. Developing record-keeping skills. Does not keep track of all activity. Does not always make efficient use of resources.
5. Poor record-keeping skills. Does not keep acceptable records. Makes inappropriate or inefficient use of resources.
Seeking Feedback
Seeks performance feedback proactively and identifies approaches to improve performance. Is open to constructive criticism without becoming defensive. Incorporates and implements feedback appropriately.

Proficiency Levels:
1. Always asks for feedback. Open to constructive criticism, and implements the ideas and suggestions to improve performance.
2. Usually asks for feedback. Open to constructive criticism, and sometimes implements ideas and suggestions.
3. Often asks for feedback. Somewhat open to constructive criticism. Sometimes implements ideas and suggestions.
4. Seldom asks for feedback. Displays some hesitation in accepting constructive criticism. Implements few ideas and suggestions.
5. Never asks for feedback. Displays an unwillingness to listen to constructive feedback and implement suggestions.

Technical Skills
Possesses the technical skills and knowledge needed to perform job functions efficiently and effectively. Keeps up to date in knowledge areas relevant to job function and proficient at learning new technical, industry, or institutional knowledge.

Proficiency Levels:
1. Excellent technical skills and knowledge.
2. Very good technical skills and knowledge.
3. Good technical skills and knowledge.
4. Developing technical skills and knowledge needed to perform the job competently. Will benefit from further training.
5. Poor technical skills and knowledge. Does not perform the job competently.

Valuing Diversity
Demonstrates an understanding and appreciation for diversity. Supports diversity efforts. Interacts effectively with people of all races, cultures, ethnicities, backgrounds, religions, abilities, ages, genders, and sexual orientations. Diversity is one of Babson’s Core Values.

Proficiency Levels:
1. Always demonstrates valuing diversity in actions and communications.
2. Usually demonstrates valuing diversity in actions and communications.
3. Often demonstrates valuing diversity in actions and communications.
4. Seldom demonstrates valuing diversity in actions and communications. On occasion, behavior might be construed as not fully supporting diversity efforts.
5. Never demonstrates valuing diversity in actions and communications. Behavior demonstrates a lack of support for diversity efforts.

Process Management

Budgeting
Creates accurate and realistic budgets. Manages to budget, tracks and allocates expenses appropriately, and adjusts budget when necessary. Ensures that budgetary concerns are communicated to all those affected.

Proficiency Levels:
1. Always creates realistic budgets that adhere to the objectives of the organization. Tracks progress against the budget, and makes necessary adjustments based on changing priorities or unexpected expenses. Always communicates the budget to those affected.
2. Usually creates realistic budgets that adhere to the objectives of the organization. Tracks progress against the budget, and makes necessary adjustments based on changing priorities or unexpected expenses. Frequently communicates the budget to those affected.
3. Often creates realistic budgets that adhere to the objectives of the organization. Tracks progress against the budget, and at times, makes adjustments based on changing conditions. When asked, communicates the budget to those affected.
4. Seldom creates realistic budgets, and sometimes loses sight of the objectives of the organization. Needs to track progress against the budget more diligently, and has difficulty adjusting the budget to deal with changing conditions. Rarely communicates the budget to those affected.
5. Never creates realistic budgets, and does not consider the objectives of the organization. Does not track progress against the budget or adjust the budget to deal with changing conditions. Does not adequately communicate the budget to those affected.
Planning
Identifies and gathers necessary information. Develops specific, measurable steps leading toward the accomplishment of the organization's long-term goals. Sets realistic objectives and schedules to achieve strategic goals.

**Proficiency Levels:**
1. Always develops plans that lead toward achievement of long-term goals. Always ensures that the short-term goals are in line with the long-term objectives. Ensures that plans are realistic and meet the needs of the organization as a whole. Very effective at assigning appropriate resources to meet goals.
2. Usually develops plans that lead toward achievement of long-term goals. Usually ensures that the short-term goals are in line with the long-term objectives. Ensures that plans are quite realistic and meet the needs of the majority of departments in the organization. Effective at assigning appropriate resources to meet goals.
3. Often develops plans that lead toward achievement of long-term goals. Often ensures that the short-term goals are in line with the long-term objectives. Understands the importance of developing realistic plans that meet the needs of the majority of departments. Often assigns appropriate resources to meet goals.
4. Seldom develops plans that lead toward achievement of long-term goals. Has difficulty setting short-term goals that are in line with long-term objectives. Often develops plans that are not realistic or do not meet the needs of the majority of departments. Has difficulty assigning the appropriate resources to meet goals.
5. Never develops plans that lead toward achievement of long-term goals. Does not set short-term goals that are in line with long-term objectives. Does not develop realistic plans and fails to consider the needs of other departments. Does not assign the appropriate resources.

Project Management
Manages all stages of a project to ensure that commitments are met in a timely manner and within budget. Allocates resources appropriately to achieve goals. Defines roles, responsibilities, and timelines. Keeps people informed about any changes.

**Proficiency Levels:**
1. Excellent project management skills. Determines resources for the project, defines roles and responsibilities, develops timelines, and monitors status. Excellent ability to manage multiple projects concurrently.
2. Very good project management skills. Determines resources for the project, defines roles and responsibilities, develops timelines, and monitors status. Very good ability to manage multiple projects concurrently.
3. Good project management skills. Participates in determining resources for the project, defining roles and responsibilities, developing timelines, and monitoring status. Good ability to manage multiple projects concurrently.
4. Developing project management skills. Has not been involved in determining resources for the projects, defining roles and responsibilities, developing timelines and monitoring status. Has difficulty managing multiple projects concurrently.
5. Poor project management skills. Does not manage multiple projects concurrently.

People Management

Conflict Management
Addresses complaints and initiates strategies to manage conflict. Negotiates with all concerned parties to reach the best solution for the organization. Listens openly and strives for true consensus whenever possible.

**Proficiency Levels:**
1. Always open to employees’ problems and conflicts. Always listens to all sides, and helps to negotiate the best solution. Always keeps all parties notified of progress in lengthy negotiations.
2. Usually open to employees’ problems and conflicts. Usually listens to all sides, and helps to negotiate the best solution. Usually keeps all parties notified of progress in lengthy negotiations.
3. Often open to employees’ problems and conflicts. Often listens to all sides, and helps to negotiate the best solution. When asked, provides information about progress in lengthy negotiations.
4. Seldom open to employees’ problems and conflicts. Lacks experience in resolving conflicts between subordinates or departments.
5. Never open to employees’ problems and conflicts. Avoids getting involved in resolving conflicts between subordinates or departments.

Defining Roles
Defines roles and responsibilities clearly to ensure that all employees understand what is expected. Communicates expectations to employees up front and clarifies roles as needed.

**Proficiency Levels:**
1. Always takes steps to clearly define and communicate roles and responsibilities, ensuring that they are understood by staff members.
2. Usually takes steps to define and communicate roles and responsibilities, ensuring that they are understood by staff members.
3. Often takes steps to define and communicate roles and responsibilities.
4. Seldom takes steps to define and communicate roles and responsibilities.
5. Never takes steps to define and communicate roles and responsibilities.
Delegating Responsibility
Delegates responsibility when and where appropriate, based on the employee's ability and potential. Communicates clearly with direct reports about their responsibility for important tasks and does not micromanage.

**Proficiency Levels:**
1. Always maintains a balanced workload by delegating responsibility where appropriate. Always considers the subordinate's ability, potential, and ambition when delegating responsibility.
2. Usually maintains a balanced workload by delegating responsibility where appropriate. Usually considers the subordinate's ability, potential and ambition when delegating responsibility.
3. Often maintains a balanced workload by delegating responsibility where appropriate. Often considers the subordinate's ability, potential, and ambition when delegating responsibility.
4. Seldom maintains a balanced workload and needs to delegate responsibility more often. Seldom considers the subordinate's ability, potential, and ambition when delegating responsibility.
5. Never maintains a balanced workload and does not delegate responsibility. Never considers the subordinate's ability, potential, and ambition when delegating responsibility.

Empowering Employees
Empowers others by sharing authority and allowing them to take risks and make mistakes. Entrusts others to make appropriate decisions, provides needed support, and holds them accountable for outcomes without micromanaging.

**Proficiency Levels:**
1. Always uses good judgment when empowering others. Always shares authority, and allows for acceptable risks and mistakes.
2. Usually uses good judgment when empowering others. Usually shares authority, and allows for acceptable risks and mistakes.
3. Often uses good judgment when empowering others. At times, has shared authority, accepting a reasonable level of risk.
4. Seldom uses good judgment when empowering others. Lacks the experience needed to judge when it is appropriate to accept risks and mistakes.
5. Never uses good judgment when empowering others. Lacks the experience needed to judge when it is appropriate to accept risks and mistakes.

Feedback and Coaching
Provides regular feedback and coaching to direct reports in a manner that encourages the desired behavior. Establishes trust, listens actively, asks questions, assists in planning processes, tracks progress, and ensures results are achieved.

**Proficiency Levels:**
1. Always provides excellent feedback to direct reports to encourage the desired behavior. Meets with direct reports on a regular basis, and deals with issues and problems in a proactive manner.
2. Usually provides very good feedback to direct reports to encourage the desired behavior. Meets with direct reports and deals with issues and problems in a proactive manner.
3. Often provides good feedback to direct reports to encourage the desired behavior. When problems and issues occur, meets with direct reports to deal with them.
4. Seldom provides feedback to direct reports to encourage the desired behavior. Hesitates to meet with direct reports to deal with problems and issues.
5. Never provides feedback to direct reports. Will not meet with direct reports to deal with problems.

Motivating Team
Understands principles of motivation, in general, and knows what motivates staff members in particular. Uses enthusiasm and appropriate techniques to motivate employees to work toward their objectives. Recognizes morale problems and takes appropriate steps to improve the situation.

**Proficiency Levels:**
1. Excellent team motivation skills. Is very enthusiastic, and uses excellent motivational tactics. Takes appropriate steps to improve morale when necessary.
2. Very good team motivation skills. Is enthusiastic, and uses excellent motivational tactics. Takes steps to improve morale when necessary.
3. Good team motivation skills. Is enthusiastic, and uses appropriate motivational tactics. Identifies and attempts to resolve morale problems.
4. Developing team motivation skills. Has difficulty recognizing morale problems, and lacks experience in resolving them.
5. Poor at team motivation skills. Does not recognize morale problems or take steps to resolve them.
Performance Management
Identifies performance objectives, assesses performance, and conducts meaningful performance reviews for employees. Uses competencies to set development plans and provides relevant, timely feedback.

Proficiency Levels:
1. Always prepares for performance appraisals by identifying appropriate competencies upon which to base evaluations. Always uses fair expectations upon which to evaluate employees, and conducts objective performance appraisals. Appraisals are always conducted on time.
2. Usually prepares for performance appraisals by identifying appropriate competencies upon which to base evaluations. Usually uses fair expectations upon which to evaluate employees, and conducts objective performance appraisals. Appraisals are usually conducted on time.
3. Often prepares for performance appraisals by identifying appropriate competencies upon which to base evaluations. Often uses fair expectations upon which to evaluate employees, and conducts objective performance appraisals. Appraisals are often conducted on time.
4. Seldom prepares for performance appraisals by identifying appropriate competencies upon which to base evaluations. Seldom uses fair expectations upon which to evaluate employees, and does not conduct objective performance appraisals. Appraisals are seldom conducted on time.
5. Never prepares for performance appraisals by identifying appropriate competencies upon which to base evaluations. Uses unfair expectations upon which to evaluate employees, and does not conduct objective performance appraisals.

Recognition and Rewards
Recognizes and rewards team members based on performance. Acknowledges and celebrates accomplishments publicly. Understands what motivates people and uses more than monetary rewards to recognize and reward employees.

Proficiency Levels:
1. Always gives recognition to deserving employees. Rewards are given when appropriate. Regularly communicates with employees to ensure that the rewards motivate them.
2. Usually gives recognition to deserving employees. Rewards are given when appropriate. Communicates with employees to ensure that the rewards motivate them.
3. Often gives recognition to deserving employees. Rewards are often given when appropriate. Considers the employees needs to determine rewards that will motivate them.
4. Seldom gives recognition to deserving employees. Rewards are not always given when appropriate. Rarely takes time to consider employee needs to determine rewards that will motivate them.
5. Never gives recognition to deserving employees. Rewards are not given when appropriate. Does not take time to think of rewards that will motivate employees.

Training and Development
Takes an active role in training and developing staff through coaching, mentoring, cross-functional assignments, job rotations, or mobility to new roles or positions. Helps create appropriate development plans on an annual basis.

Proficiency Levels:
1. Always locates education and development opportunities for staff. Ensures that all new employees receive a full orientation to the organization. Encourages employees to take advantage of self-development opportunities. Does an excellent job facilitating job rotations, transfers and cross-functional assignments.
2. Usually locates education and development opportunities for staff. Ensures that all new employees receive an orientation to the organization. Encourages employees to take advantage of self-development opportunities. Does a very good job facilitating job rotations, transfers and cross-functional assignments.
3. Often locates education and development opportunities for staff. Ensures that all new employees receive an orientation to the organization. Often encourages employees to take advantage of self-development opportunities. Does a good job facilitating job rotations, transfers and cross-functional assignments.
4. Seldom locates education and development opportunities for staff. Does not ensure that all new employees receive an orientation to the organization. Seldom encourages employees to take advantage of self-development opportunities. Rarely facilitates job rotations, transfers and cross-functional assignments.
5. Never locates education and development opportunities for staff. Does not ensure that all new employees receive an orientation to the organization. Does not encourage employees to take advantage of self-development opportunities. Never facilitates job rotations, transfers and cross-functional assignments.
Strategic Leadership

Building Commitment
Works toward building employee commitment and loyalty to the organization. Sets an example by demonstrating care for employees and the organization as a whole.

**Proficiency Levels:**
1. Always sets a strong example of organizational commitment, and inspires feelings of loyalty and commitment in others. Demonstrates a very high level of concern for the organization, and for other employees. Displays a strong sense of pride in the organization.
2. Usually sets a good example of organizational commitment, and inspires feelings of loyalty and commitment in others. Demonstrates a high level of concern for the organization, and for other employees. Displays a sense of pride in the organization.
3. Often sets an example of organizational commitment, and inspires feelings of loyalty and commitment in others. Demonstrates concern for the organization, and for other employees. Displays a sense of pride in the organization.
4. Seldom sets an example of organizational commitment. Rarely inspires feelings of loyalty and commitment in others. Seldom demonstrates concern for the organization or for other employees. Does not display a great sense of pride in the organization.
5. Never sets an example of organizational commitment. Has a negative impact on the feelings of loyalty and commitment in others. Does not demonstrate concern for the organization or for other employees. Does not display a sense of pride in the organization.

Change Management
Assesses the current situation and identifies factors that may support or hinder change. Supports the initiation of change by removing obstacles and ensuring that the necessary resources are available.

**Proficiency Levels:**
1. Always identifies obstacles to change. Takes steps to remove obstacles and implement change.
2. Usually identifies obstacles to change. Takes steps to remove obstacles and implement change.
3. Often identifies obstacles to change. Takes steps to remove obstacles and implement change.
4. Seldom identifies obstacles to change. Rarely takes steps to remove obstacles and implement change.
5. Unable to identify obstacles to change. Does not take steps to remove obstacles or implement change.

Strategic Thinking
Uses knowledge of higher education and external conditions to develop a long-term strategy, taking into account the organization's strengths and weaknesses. Understands systems thinking fully and applies this knowledge to develop appropriate and realistic strategies.

**Proficiency Levels:**
1. Excellent strategic thinking skills. Uses extensive knowledge of higher education, market, and organization to develop long-term strategy.
2. Very good strategic thinking skills. Uses knowledge of higher education, market, and organization to develop long-term strategy.
3. Good strategic thinking skills. Often uses knowledge of higher education, market, and organization to develop long-term strategy.
4. Developing strategic thinking skills. Does not consider all aspects of higher education, market and organization to develop long-term strategy.
5. Poor strategic thinking skills. Fails to consider higher education, market, and organization to develop long-term strategy.

Vision
Sets high-level direction through a visioning process that engages the community. Ensures that the organization's strategic plan and business practices are consistent with the vision. Works actively to make sure that the vision is clearly understood.

**Proficiency Levels:**
1. Always communicates the organization's vision to the appropriate people. Has an important influence on setting the organization's strategic plan and practices, ensuring consistency with the vision.
2. Usually communicates the organization's vision to the appropriate people. Has influence on setting the organization's strategic plan and practices, ensuring consistency with the vision.
3. Often communicates the organization's vision to the appropriate people. Has limited influence on setting the organization's strategic plan and practices.
4. Seldom communicates the organization's vision. Has not been involved in setting the organization's strategic plan and practices.
5. Never communicates the organization's vision. Has not been involved in setting the organization's strategic plan and practices.