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| The Mississippi University for Women |
| Performance Criteria |
| With Behavioral Indicators for Managers |

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| Adaptability | Adapts readily to and functions effectively during new situations and changes in the workplace. |
|  | **Behavioral Indicators** |
| Meets Expectations | * Adapts readily to changing conditions, policies, procedures and/or new job responsibilities or technologies, quickly modifying behavior * Maintains satisfactory performance during changing circumstances |
| Exceeds Expectations | * Responds to change with a positive attitude and a willingness to learn new ways to accomplish work activities and objectives, treating change as an opportunity for growth * Performs effectively during changing circumstances * May serve as a resource to assist peers and direct reports with change |
| Far Exceeds Expectations | * Actively and positively promotes change in support of University objectives and needs, focusing on benefits of change * Easily handles a wide variety of responsibilities during changing circumstances and stays cool under pressure * Able to move into action appropriately without having the total picture * May serve as a resource to facilitate change across the University |
| Does Not Meet Expectations | * Has difficulty adapting to changing conditions, policies, procedures and/or new job responsibilities or technologies * Performs less efficiently and productively during changing circumstances * Demonstrates lack of composure and ability to handle stress effectively |
| Unsatisfactory Performance | * Consistently fails to adapt to conditions, policies, procedures and/or new job responsibilities or technologies * Demonstrates unsatisfactory job performance during changing circumstances * Displays negativity towards change |

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| Communication | Effectively and clearly expresses ideas, actively listens, and maintains two-way dialogue with others on work and results. |
|  | **Behavioral Indicators** |
| Meets Expectations | * Effectively presents information one-on-one, in small and large groups, with peers, direct reports and executives * Writes clearly and succinctly in a variety of communication settings and styles * Consistently practices attentive and active listening * Provides the information others need to know to do their jobs and to make accurate decisions, in a timely manner |
| Exceeds Expectations | * A skilled oral and written communicator in varying situations, adjusting style to the audience and commanding attention * Consistently demonstrates patience to hear people out even when he/she disagrees * Seeks out and listens to the data needs of others to provide the information they need to know to feel good about being a member of the department |
| Far Exceeds Expectations | * Effectively communicates in varying situations, often on hot and controversial topics, with the ability to change presentation tactics midstream when something isn’t working * Demonstrates unique ability for written communication that translates complex information in an understandable manner * Skilled listener, learning from interactions with others and applying that knowledge to communicate more effectively * Seeks out and listens to the data needs of others to provide the information they need to know to feel good about being a member of the University |
| Does Not Meet Expectations | * Has difficulty adapting oral or written communication style to the audience * Listens to some groups/people and not to others * Has a tendency to become flustered during hot debate * Often provides too little or too much information or timing is too late |
| Unsatisfactory Performance | * Consistently fails to adapt oral or written communication style to the audience * Is too busy constructing his/her own response to listen actively and misunderstands or misses the point others are trying to make * Fails to keep others informed with accurate and timely information |

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| Customer Focus | Commits to meeting the expectations and requirements of students, faculty, staff, alumni and public. |
|  | **Behavioral Indicators** |
| Meets Expectations | * Commits to and consistently provides satisfactory levels of customer service * Responds to customer problems or concerns in a timely and professional manner * Establishes and maintains effective relationships with customers, gaining their trust and respect |
| Exceeds Expectations | * Often delivers superior customer service * Anticipates needs and responds promptly and willingly to provide information or services as needed * Acts with customers in mind and values the importance of providing high-quality customer service * Establishes and nurtures effective relationships with customers, gaining their trust and respect |
| Far Exceeds Expectations | * Routinely exceeds customer expectations * Proactively identifies customer issues and suggests solutions to resolve problems quickly and effectively * Takes initiative to find innovative ways to deliver superior customer service * Solicits feedback from customers to improve customer service |
| Does Not Meet Expectations | * At times, does not deliver satisfactory levels of customer service * Does not act with customers in mind or makes too many exceptions to established policies, practices and processes in response to customer requests * Displays a lack of interest in or inability to build effective relationships with customers |
| Unsatisfactory Performance | * Consistently fails to deliver satisfactory levels of customer service * Does not think of the customer first, anticipate or understand customer needs * Demonstrates an unwillingness to handle criticism, complaints or special requests * Fails to demonstrate active listening or may be defensive with customers |

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| Decision Making  & Problem Solving | Makes timely and logical decisions and solves problems using a combination of logic, analysis, knowledge, experience and judgment. |
|  | **Behavioral Indicators** |
| Meets Expectations | * Makes logical decisions in a timely manner, sometimes with incomplete information and under tight deadlines * Can see hidden problems, looking beyond the obvious for answers * Offers solutions and decisions that are effective in addressing the problem at hand * Involves others in thinking, decision making and problem solving processes |
| Exceeds Expectations | * Makes logical decisions in a timely manner, often with incomplete information and under tight deadlines * Demonstrates the ability to solve complex and difficult problems, sometimes with innovative solutions * Most solutions and suggestions are correct and accurate when assessed over time * Is often sought out by others for advice and solutions |
| Far Exceeds Expectations | * Quickly assesses multiple situations and complex problems and makes timely decisions; thinks clearly and strategically under pressure * Solutions and suggestions are innovative, sound and accurate without fail * Consistently sought out by others for advice and solutions |
| Does Not Meet Expectations | * May be slow to make decisions, particularly on more complex issues; may be too conservative and cautious in an attempt to avoid risk * Has difficulty thinking on his/her feet when under pressure to make a decision * May be disorganized and sometimes has to scramble to meet decision deadlines * Rarely offers innovative solutions to resolve problems |
| Unsatisfactory Performance | * Is regarded by peers and direct reports as impulsive and impatient * Jumps to conclusions and takes action before reasonable consideration or analysis of the information, instead based on prejudices, historical solutions or narrow perspective; not a disciplined problem solver |

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| Employee Relations | Demonstrates fairness, encourages harmony, and deals with problem direct reports in a timely manner. |
|  | **Behavioral Indicators** |
| Meets Expectations | * Behaves fairly and objectively when communicating with and managing direct reports * Provides current, direct and actionable positive and corrective feedback to others * Doesn’t allow problems to fester * Promotes an atmosphere that is low in conflict |
| Exceeds Expectations | * Extremely fair and objective when communicating with and managing direct reports * Lets direct reports know where they stand * Delivers negative messages to direct reports to address problems in a timely manner |
| Far Exceeds Expectations | * Encourages two-way feedback with direct reports to ensure actions are fair and objective * Has a reputation for making tough personal calls in a fair and timely manner * Anticipates and proactively addresses potential problems with direct reports before it affects others * Promotes an environment of respect and equity within the department |
| Does Not Meet Expectations | * Behavior is sometimes perceived as unfair when dealing with direct reports * Tends to avoid problems with direct reports until forced to take action * At times, atmosphere among direct reports is high in conflict |
| Unsatisfactory Performance | * Is not equitable toward direct reports * Gives preferential treatment or plays favorites * Has created an atmosphere of conflict |

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| Ethics and Integrity | Acts in accordance with University values, displaying a commitment to ethics and integrity at all times. |
|  | **Behavioral Indicators** |
| Meets Expectations | * Widely trusted by executives, peers, faculty, staff and students to present truthful information with integrity and in an ethical manner * Consistently handles difficult or sensitive situations in a manner consistent with University values * Makes decisions based on the overall good of the University * Promotes an atmosphere of trust, ethics and integrity within the department and the University |
| Does Not Meet Expectations | * Has not established trust with executives, peers, faculty, staff and students * Sometimes does not handle difficult or sensitive situations in a manner consistent with University values * Sometimes decisions made appear to be for personal gain rather than the overall good of the University * At times, actions are not in accordance with an atmosphere of trust, ethics and integrity |

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| Initiative | Willingly accepts special assignments, job tasks and responsibilities. |
|  | **Behavioral Indicators** |
| Meets Expectations | * Willingly accepts increased responsibilities beyond the normal scope of the job * Demonstrates follow through to ensure successful completion of assignments * Undertakes job-related self-development activities on own initiative |
| Exceeds Expectations | * Often seeks out additional responsibilities beyond the normal scope of the job * Self-motivated, performing job with little guidance or support * Frequently undertakes job-related self-development activities on own initiative |
| Far Exceeds Expectations | * Does not place limits on the scope of the job when seeking more responsibility * Regarded as a self-starter, taking independent actions and calculated risk * Regularly pursues job-related self-development on own initiative |
| Does Not Meet Expectations | * Rarely seeks out additional responsibilities beyond the normal scope of the job * Requires more guidance or support than the average performer to meet minimum job standards * Displays a lack of interest in job-related self-development |
| Unsatisfactory Performance | * Performs only what is required under normal scope of job * Requires frequent guidance and support, consuming considerably more of manager’s time to meet minimum job standards * Displays an unwillingness to accept additional responsibilities or pursue job-related self-development |

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| Interpersonal Relations | Establishes effective working relationships with executives, peers, students, faculty and staff. |
|  | **Behavioral Indicators** |
| Meets Expectations | * Tactful, considerate and respectful in dealing with executives, peers, students, faculty and staff * Demonstrates an ability to resolve infrequent conflicts with others in an appropriate and respectful way * Establishes and maintains positive rapport by effectively communicating with executives, peers and direct reports |
| Exceeds Expectations | * Tactful, considerate and respectful in dealing with executives, peers, students, faculty and staff * Rarely encounters conflicts with others but demonstrates an ability to resolve conflict constructively * Continuously establishes positive relationships by effectively communicating with executives, peers and direct reports |
| Far Exceeds Expectations | * Serves as a role model for tact, professionalism and respect when dealing with executives, peers, students, faculty and staff * Manages oneself to avoid conflicts with others and assists peers and direct reports in resolving conflict constructively * Promotes an environment of respect and effective communication amongst management and within one’s department |
| Does Not Meet Expectations | * At times, lacks tact, consideration and respect in dealing with executives, peers, students, faculty and staff * Experiences conflict with others more than would be expected * Has difficulty establishing and maintaining positive rapport due to ineffective communication with executives, peers and direct reports |
| Unsatisfactory Performance | * Consistently lacks tact, consideration and respect in dealing with executives, peers, students, faculty and staff * Has a reputation for creating conflict with others * Unable to establish and maintain positive rapport due to consistently ineffective communication with executives, peers and direct reports |

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| Job Knowledge | Possesses adequate functional and technical knowledge and skills to perform the duties of the job. |
|  | **Behavioral Indicators** |
| Meets Expectations | * Demonstrates the technical/functional knowledge and skills required to perform job duties at a satisfactory level of accomplishment * Maintains competency in the skills and knowledge required for the job * Can learn new knowledge and skills, both technical and functional * May serve as a resource for functional/technical knowledge within the department |
| Exceeds Expectations | * Demonstrates a high level of competency in the technical/functional knowledge and skills required to perform job duties, often performing job duties at a high level of accomplishment * Maintains competency in job-related areas and demonstrates a willingness to learn new technical/functional knowledge and skills * Frequently serves as a resource for functional/technical knowledge within and outside of the department |
| Far Exceeds Expectations | * Demonstrates expert-level technical/functional knowledge and skills, routinely performing job duties at a high level of accomplishment * Actively pursues opportunities to enhance or learn new job-related technical/functional knowledge and skills * May serve as a resource for executives and/or be considered a subject matter expert in one or more functional/technical areas of the job |
| Does Not Meet Expectations | * At times, does not demonstrate the technical/functional skills to satisfactorily perform required job duties; further development is planned * Exhibits a lack of interest to improve or learn new technical/functional knowledge and skills; OR * May be new to the position and tasks presently assigned are adequately performed, but total job responsibilities have not been assigned |
| Unsatisfactory Performance | * Consistently fails to demonstrate adequate technical/functional knowledge and skills, performing duties below minimum requirements for the job * Displays a reluctance to improve or learn new technical/functional knowledge and skills * Previous plans for further development have been unsuccessful |

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| Judgment | Exercises logical thinking and discretion when handling sensitive situations and information. |
|  | **Behavioral Indicators** |
| Meets Expectations | * Recognizes and chooses appropriate course of action when dealing with difficult or sensitive situations * Uses discretion in dealing with others * Discloses appropriate information at appropriate times based on University policy and protocol |
| Exceeds Expectations | * Consistently recognizes and chooses appropriate course of action when dealing with difficult or sensitive situations * Coaches direct reports in choosing appropriate course of action and using discretion with others |
| Far Exceeds Expectations | * Serves as an advisor to peers for choosing appropriate course of action when dealing with difficult or sensitive situations * Actively promotes an atmosphere of discretion and confidentiality across the University by monitoring and communicating confidentiality standards |
| Does Not Meet Expectations | * At times, fails to choose appropriate course of action when dealing with dealing with difficult or sensitive situations or information * Has not effectively promoted confidentiality and discretion amongst staff within the department |
| Unsatisfactory Performance | * Does not have required knowledge of policies and procedures to know appropriate course of action * Negligent in using discretion or maintaining confidentiality of sensitive information |

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| Leading and Developing Direct Reports | Leads and develops direct reports by providing feedback, support, motivation, and opportunities for skill development. |
|  | **Behavioral Indicators** |
| Meets Expectations | * Provides challenging and stretching tasks and assignments for the purpose of developing direct reports * Provides timely and ongoing feedback and coaching to direct reports * Encourages direct reports to accept developmental tasks or assignments and participate in developmental activities * Creates an atmosphere in which people want to do their best |
| Exceeds Expectations | * Makes a point of understanding each person’s career goals and constructing and executing the appropriate development plans * Empowers others, pushing tasks and decisions down and inviting input * Accurately assesses each person’s motivational needs and uses appropriate motivational tools to get the best out of him/her |
| Far Exceeds Expectations | * Identifies and implements creative opportunities to develop direct reports * Holds frequent development discussions to discuss progress towards career goals and adjust development plans to ensure attainment of those goals * Creates an atmosphere of positive feedback, making each person feel his/her work is important * Has a unique ability to identify and foster potential of direct reports |
| Does Not Meet Expectations | * Often avoids the risk of assigning challenging and stretching tasks and assignments * Has difficulty identifying what motivates others or how to motivate others * Does not consistently provide timely and positive feedback * Direct reports don’t do their best |
| Unsatisfactory Performance | * Not a people developer; doesn’t see development as his/her job * Does not support development opportunities for direct reports * Does not hold career discussions or provide coaching * Does not provide feedback * Intentionally or unintentionally demotivates others |

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| Organization, Planning & Time Management | Manages time, priorities and resources effectively and efficiently to achieve personal, departmental and University goals. |
|  | **Behavioral Indicators** |
| Meets Expectations | * Uses time and resources (people, funding, material, support) effectively and efficiently to deliver quality results on time and within budget; consistently meets deadlines * Effectively establishes courses of action and delegates task assignments to meet schedules and deadlines; adjusts for problems and roadblocks * Concentrates efforts on more important priorities while effectively managing lower priority assignments * Adequate organizational skills |
| Exceeds Expectations | * Identifies innovative ways to use time and resources more effectively and efficiently to deliver quality results on time and within budget; often exceeds deadlines * Effectively establishes courses of action and delegates task assignments to meet schedules and deadlines; anticipates and adjusts for problems and roadblocks * Quickly identifies critical tasks and shifts priorities while effectively multi-tasking a variety of assignments * Excellent organizational skills |
| Far Exceeds Expectations | * Develops and implements strategies to use time and resources more effectively and efficiently to deliver quality results on time and within budget; consistently exceeds deadlines * Strategically plans courses of action and builds contingency plans for problems and roadblocks * May serve as a resource for others to estimate time and resources required and/or develop schedules for completion of projects * Exceptional organizational skills |
| Does Not Meet Expectations | * Often does not use time and resources efficiently and effectively, at times, failing to meet deadlines * Demonstrates a tendency to get deterred by non-essential tasks * Inadequate organizational skills |
| Unsatisfactory Performance | * Consistently fails to meet deadlines * Unable to distinguish between essential and non-essential tasks for successful completion of the job or project * Inadequate organizational skills |

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| Reliability | Executes job responsibilities fully with a commitment to doing the best job possible. |
|  | **Behavioral Indicators** |
| Meets Expectations | * Displays commitment to University policies on work conduct, attendance, punctuality and personal appearance * Follows through on assignments and commitments, keeping others informed of status in a timely manner * Performs responsibilities beyond the scope of the job and/or lends assistance to ensure University goals and objectives are met * Monitors work to meet quality standards and applies feedback to improve performance * Assumes accountability for own actions |
| Exceeds Expectations | * Displays commitment to University policies and often considers effect of own words, actions, attendance, appearance and behavior on others * Sometimes delivers assignments and commitments ahead of deadline, keeping others informed of status in a timely manner * Frequently performs responsibilities beyond the scope of the job and/or lends assistance to ensure University goals and objectives are met * Monitors work to ensure quality that frequently exceeds standards and seeks out and applies feedback to improve performance * Willingly assumes full accountability for own actions |
| Far Exceeds Expectations | * Displays commitment to University policies and always considers effect of own words, actions, attendance, appearance and behavior on others * Consistently delivers assignments and commitments ahead of deadline, proactively communicating status to others * Regularly performs responsibilities beyond the scope of the job and lends assistance to ensure University goals and objectives are met * Effectiveness at monitoring own work results in consistent achievement of the highest quality standards * Willingly assumes full accountability for own actions and on behalf of the department when appropriate |
| Does Not Meet Expectations | * Frequently displays a lack of commitment to University policies and does not consider effect on others * Displays a reluctance to assume accountability for own actions * Rarely lends assistance to ensure University goals and objectives are met |
| Unsatisfactory Performance | * Words, actions, appearance and/or behavior consistently demonstrate a lack of commitment to the job * Displays an unwillingness to assume accountability for own actions or lend assistance to others b |

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| Teamwork | Works collaboratively and cooperatively with others to accomplish assignments and goals within the department and across the University. |
|  | **Behavioral Indicators** |
| Meets Expectations | * Works collaboratively and cooperatively across the University to meet strategic goals and objectives * Objective and open to feedback from others * Contributes to building a positive team atmosphere amongst management and direct reports * Able to balance the needs of the team with individual responsibilities |
| Exceeds Expectations | * Promotes collaboration and cooperation across the University to meet strategic goals and objectives * Gives candid, constructive feedback and welcomes it from others * Works hard to build a positive team atmosphere amongst management and direct reports * Efficiently balances the needs of the team with individual responsibilities |
| Far Exceeds Expectations | * Facilitates collaboration and cooperation across the University to meet strategic goals and objectives * Offers candid, constructive feedback to others and solicits feedback from them * A leader in building a positive team atmosphere amongst management and direct reports and across the University * Helps University to exceed expectations through high levels of personal contribution |
| Does Not Meet Expectations | * At times, does not work collaboratively and cooperatively across the University to meet strategic goals and objectives * Sometimes does not accept feedback in an open and objective manner * Actions or behaviors sometimes do not contribute to a positive team atmosphere amongst management or within department |
| Unsatisfactory Performance | * Does not work collaboratively or cooperatively across the University to meet strategic goals and objectives * Not open to feedback from others * Creates negativity within the team or department |