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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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
 |