MONTCLAIR STATE UNIVERSITY

Managerial Performance Evaluation
and Reappointment Recommendation

Managerial Competency Guide

Division of Human Resources

Competency List:

I. Accountability

II. Communication Skills

III. Customer Focus

IV. Decision Making

V. Leadership

VI. Managing Performance

VII. Problem Solving

VIII. Professional Presence and Integrity

IX. Technical Skills and Knowledge

I. Accountability

Accepts responsibility for taking action, even in ambiguous circumstances; follows through on commitments; makes tough decisions; acknowledges and learns from mistakes without blaming others; self-reliant when necessary.

High Performing

- Anticipates problems and develops appropriate alternatives
- Helps others learn from mistakes
- Often completes tasks and projects ahead of time
- Seeks further assignments when work is completed

Meets expectations

- Accepts responsibility for all work activities and personal actions
- Implements decisions that have been agreed upon
- Acknowledges and learns from mistakes
- Performs tasks as promised
- Meets deadlines

Needs Improvement

- Frequently blames circumstances on others when mistakes are made
- Unwilling to make decisions
- Frequently makes the same mistakes
- Frequently misses deadlines
- Lacks initiative; frequently needs to be told what to do

Unacceptable Performance

- Has not performed to the expected high professional standard for this competency.

II. Communication Skills

Clearly and concisely conveys verbal, non-verbal, or written information and ideas to individuals or groups to ensure that they understand the message; actively listens to others; shares information in a timely manner using the most appropriate method; presents well organized information in a group setting; calmly provides direction in dealing with critical issues; projects confidence; expresses views openly, honestly and with tact.

High Performing

- Clearly conveys information, expectations and background in a timely manner
- Shares the "big picture" with staff to clarify purpose and importance
- Utilizes and encourages others to utilize a wide variety of communication tools to convey information effectively and gain buy-in
- Effectively uses information from others to improve current processes
- Seldom misunderstood when giving direction and/or assignments
- Highly effective at gathering information to assist in clarification
- Shows an understanding of and adjusts to different communication styles
- Listens actively
- Staff feels empowered to act

Meets expectations

- Provides accurate, organized , timely and complete information to staff
- Utilizes appropriate communication tool based on the information to be conveyed
- Is receptive to the ideas of others
- Uses appropriate tone, body language when interacting with others
- Uses correct spelling and grammar in written correspondence
- Listens effectively
- Holds regular staff meetings

Needs Improvement

- Rarely disseminates information, if at all
- Written documents are not well composed and/or contain grammatical errors or are ill-edited
- Fails to transmit information in a timely fashion
- Frequently chooses inappropriate communication method (e.g. uses email to avoid face to face contact)
- Does not listen or is not receptive to the ideas of others
- Provides inaccurate, unorganized or incomplete information to staff
- Communication reflects insensitivity to the feelings and needs of others

Unacceptable Performance

- Has not performed to the expected high professional standard for this competency.

III. Customer Focus

Makes customers and their needs the primary focus of one's actions; develops and sustains productive customer relationships; listens carefully to customer inquiries and requests; acts professionally and calmly at all times when dealing with customers; maintains an open mind when considering customer requests; follows through on commitments; verifies customer satisfaction with outcomes in accordance with agreements, standards or protocols.

High Performing

- Effectively prioritizes customer needs
- Responds to feedback in a timely manner
- Builds excellent rapport and cooperative relationships with the customer
- Cooperates and coordinates with other departments to meet customer needs
- Frequently exceeds customer expectations
- Works to eliminate barriers that interfere with providing outstanding customer service
- Welcomes and solicits feedback and constructive criticism
- Actively solicits suggestions and encourages a regular review of service delivery to identify opportunities for improving customer service

Meets expectations

- Openly receives feedback on customer service
- Listens to customer needs and does what is required to service customers
- Takes into consideration how actions or plans will affect customers and accommodates as necessary
- Follows through on bringing an issue to an appropriate and timely resolution, including a customer friendly hand-off to a different office when that is appropriate
- Offers alternatives to situations and changes direction to better meet customer needs
- Meets or exceeds customer expectations by providing accurate, timely and complete information
- Adheres to time frames
- Remains focused under pressure

Needs Improvement

- Inflexible or unwilling to take appropriate risks to meet the needs of the customer
- Shows insensitivity and abruptness to customers
- Responds negatively and defensively to complaints
- Provides incompetent answers or does not give any information at all
- Is not proactive in assessing that customer issues are brought to an appropriate and timely resolution
- Does not listen to input from others
- Responds untimely to feedback or complaints if at all
- Tends to avoid customers
- Uses existing rules or procedures to justify avoiding service to a group

Unacceptable Performance

- Has not performed to the expected high professional standard for this competency.

IV. Decision Making

Identifies and understands issues, problems and opportunities; compares data from different sources to draw conclusions; takes action that is consistent with available facts, constraints and possible consequences; solicits input from employees; seeks a shared understanding; explains the rationale for decisions in terms understandable to members of the team.

High Performing

- Consistently generates alternatives as well as creative solutions to solving problems
- Consistently incorporate elements of the "big picture" when making decisions to ensure the participation and buy-in of others
- Anticipates future problems and proactively responds
- Highly effective in explaining rationale and explaining the decision making process
- Excels in organizing research around a decision
- Conducts or delegates appropriate investigative work before making decisions and responds in a timely manner
- Always makes decisions based on facts and data

Meets expectations

- Makes independent decisions when appropriate
- Consults with others before making final decision when appropriate
- Makes decisions in a timely manner
- Provides the appropriate amount of information to others when making decisions
- Clearly explains the rationale behind decisions
- Gathers appropriate information and identifies relevant issues before developing solutions

Needs Improvement

- Makes inappropriate, unauthorized, or ill-informed decisions
- Does not see the big picture
- Seldom responds to problems if at all; tends to avoid decision making
- Changes decisions frequently
- Dictates decisions without providing rationale
- Is not timely in decision-making

Unacceptable Performance

- Has not performed to the expected high professional standard for this competency.

V. Leadership

Creates a vision or goal for one's work unit and communicates it in a way that motivates others to implement it; understand and effectively communicates the "Big Picture"; develops strategies to include divergent opinions and overcome adversity; inspires others through energy, enthusiasm and optimism; rallies the troops and builds morale when the going gets tough; takes charge when the situation demands it; values diversity.

High Performing

- Is future oriented
- Anticipates changes and or problems and adjusts plans and priorities appropriately
- Empowers others and provides the required support and authority
- Is a role model for others
- Inspires others through energy enthusiasm and optimism
- Highly visible to employees and customers
- Develops formal plans for continued staff development
- Provides employees with "stretch" opportunities and supports and coaches them in the achievement of those opportunities
- Continuously provides feedback on performance both positive and corrective when necessary
- Actively encourages and seeks opportunities for employees so that they may maximize their potential
- Is seen as a role model for how performance management should occur

Meets expectations

- Acts to align unit goals with the strategic direction of the University
- Translates goals into strategies and monitors progress
- Is decisive and effective especially in the face of adversity
- Ensures that people understand how their work relates to the overall goals of the unit
- Acknowledges and thanks people for their contributions
- Has or is actively building a strongly competent and well-trained staff
- Is encouraging and supportive of staff
- Provides active and vigorous supervision of staff, following through on both corrective actions and praise as warranted
- Expresses pride in the group and encourages people to feel good about their accomplishments
- Gives people the latitude to make decisions in their own sphere of work
- Encourages and supports teamwork
- Provides specific feedback both positive and corrective, as soon as possible after an event
- Deals firmly and promptly with performance problems
- Lets people know what is expected of them and when

Needs Improvement

- Has not built a strongly competent and well-trained staff
- Does not provide active and competent supervision of staff
- Fails to provide the "big picture" for subordinates
- Does not develop goals and plans
- Reacts negatively or not at all to changing needs and/or priorities
- Lacks energy or enthusiasm for goals or accomplishments
- Often provides "the answer" and micromanages the solution
- Is inconsistent in the evaluation of work performance
- Plays "favorites"
- Avoids providing feedback unless absolutely necessary (e.g. performance appraisal time)

Unacceptable Performance

- Has not performed to the expected high professional standard for this competency.

VI. Managing Performance

Collaborates with team and individuals to set meaningful objectives that support university goals; assigns work equitably; appropriately delegates tasks, authority and responsibility; follows progress against goals; provides regular feedback; addresses performance issues promptly; fosters learning and development; recognizes employee achievements

High Performing

- Understands the objectives of the organization and is able to leverage resources effectively
- Effectively re-prioritizes tasks and projects as needed to ensure timely completion
- Consistently completes tasks ahead of schedule
- Anticipates the need for alternative courses of action and successfully implements contingencies in response to frequently changing demands
- Knows project status and plans at all times

Meets expectations

- Ensures that priorities are accomplished in accordance wit established timelines
- Works with employees to set and communicate performance standards that are specific and measurable
- Supports employees in their efforts to achieve their goals (e.g. by providing resources, removing obstacles, enabling action)
- Stays informed about employee progress and performance both through formal (status reports, performance appraisals) and informal methods (conversations, observations "walking around")
- Provides specific feedback both positive and corrective, as soon as possible after an event
- Deals firmly and promptly with performance problems
- Lets people know what is expected of them and when
- Identifies roadblocks to goal attainment and is able to adjust plans to avoid them
- Reorganizes work when setbacks or changing priorities are encountered
- Follows up on progress in a timely fashion
- Completes tasks on time
- Effectively prioritizes work activities of self and others
- Is consistent and fair in delegating work assignments

Needs Improvement

- Is not clear about goals or expectations
- Does not communicate expectations and standards
- Does not set clear priorities and timelines
- Does not follow through to assess that priorities and timelines are met

Unacceptable Performance

- Has not performed to the expected high professional standard for this competency.

VII. Problem Solving

Identifies and acknowledges problems; collects appropriate data and information; breaks problems down to underlying issues; draws on own experience and experience of others; looks at problems from multiple perspectives; evaluates costs, benefits and risks of different solutions; considers the impact on other individuals, teams or business processes; checks solution following implementation to ensure it effectively addresses the problem.

High Performing

- Is effective in uncovering "root causes" of problems and developing solutions that address them
- Anticipates problems and develops alternatives to eliminate them
- Develops consistent standards and methods for identifying and analyzing problems
- Applies appropriate theoretical frameworks to understand a specific situation
- Develops analogies and metaphors to help others understand the problem and the proposed solutions
- Encourages and supports "out of the box" thinking

Meets expectations

- Seeks out relevant information before making a decision
- Gets complete and accurate information by checking multiple sources
- Asks questions to clarify a situation
- Recognizes and plans for the impact of the solution on other people and business processes
- Seeks out the perspective of everyone involved in the situation
- Carefully weighs alternatives and priorities before making decisions
- Seeks out innovative solutions to recurring problems

Needs Improvement

- Continuously treats the "symptom" without ever uncovering the underlying causes
- Does not seek out all of the information needed before making a decision
- Does not understand the impact of the solution on other people or business processes
- Rarely looks at the costs, benefits or risks of the proposed course of action
- Treats every problem the same way and rarely provides innovation or creativity to the solution

Unacceptable Performance

- Has not performed to the expected high professional standard for this competency.

VIII. Professional Presence and Integrity

Interacts with others in a way that gives them confidence in one's intentions: makes self available to others; acts in a manner that encourages others to approach with questions, concerns or requests for support; understands one's impact on others; acts as a role model; stays current in terms of professional development,

High Performing

- Contributes to and promotes the development of the profession through active participation in the community
- Sets the example
- Is sought out for advice and counsel
- Actively works to bring conflict out into the open and encourages those involved to find appropriate solutions
- Is a mentor to others

Meets expectations

- Treats others with respect, trust and dignity
- Acts in a manner that encourages others to approach with questions, issues or concerns
- Works well with others by being considerate of the needs and feelings of each individual
- Promotes a productive culture by valuing individual and their contributions
- Stays current in terms of professional development
- Recognizes the validity of opposing viewpoints and does not act defensively
- Mediates conflict and finds solutions that are satisfactory to all parties
- Attacks the problem and not the person in conflict situations

Needs Improvement

- Does not treat others in a consistent and fair manner
- Plays favorites
- Does not routinely follow through on commitments, if at all
- Does not handle conflict appropriately, if at all and becomes highly defensive in conflict situations

Unacceptable Performance

- Has not performed to the expected high professional standard for this competency.

IX. Technical Skills and Knowledge

Possesses, acquires and maintains the technical/professional expertise required to do the job effectively and to create customer solutions. Technical/professional knowledge is demonstrated through problem solving, applying technical knowledge, and product and service management for the functional area in which one operates; continually updates skills and knowledge; applies technology effectively; is willing to learn about the use of technology; understands and adheres to rules, regulations and codes of ethics; demonstrates an understanding of and maintains conditions that ensure a healthy and safe working environment.

High Performing

- Actively seeks out opportunities to learn the latest tools, methods and technologies to help support one's field of expertise
- Is sought out as the expert to provide advice or solutions in his/her technical area
- Solves complex problems using advanced technical expertise
- Identifies opportunities and generates recommendations for the development of new technical solutions, products and services within area of responsibility

Meets expectations

- Knowledgeable of one's own technical area and service environment
- Stays current with the latest advances in the field of expertise
- Is willing to learn new technology
- Troubleshoots basic technology problems and knows where to find assistance for complex problems
- Actively supports continuous learning and keeps abreast of new developments within technical area
- Encourages and supports staff in the use of technology
- Accepts responsibility for correcting safety hazards
- Personally follows all safety rules and procedures
- Addresses changes in employee behavior, demeanor or attitude that may affect safety

Needs Improvement

- Is unwilling to learn about new technologies
- Refuses to apply new knowledge to work
- Does not stay current with the latest advances in the field of expertise
- Is unwilling or unable to coach subordinates in the effective use of technology
- Does not personally follow safety procedures; sees them as a hindrance to getting the job done
- Does not enforce safety procedures

Unacceptable Performance

- Has not performed to the expected high professional standard for this competency.