Managerial Performance Evaluation and Reappointment Recommendation

Managerial Competency Guide
**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 with 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.