

## Managerial Performance Standards

\_\_\_\_\_ COLLEGE \_\_\_\_\_

\_\_\_\_\_ NAME \_\_\_\_\_

\_\_\_\_\_ TITLE \_\_\_\_\_

\_\_\_\_\_ DATE \_\_\_\_\_

The performance standards for the core job elements listed below are provided as a guide. They are intended to be a comprehensive list of duties that may be performed by employees in managerial titles, but no one manager is likely to perform all these activities. Only the standards for outstanding performance are given. Raters should interpolate standards for lesser levels of performance, including: VERY GOOD, GOOD, NEEDS IMPROVEMENT, UNSATISFACTORY.

<b>Managerial Competence Areas and Critical Leadership Elements</b>	<b>Standards of Outstanding Performance</b>	
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**Leadership**

A. Assumes leadership roles in College committees, programs, activities, project implementation/evaluation, etc. beyond immediate job scope; takes active role in University Committees and projects.

Participates in college or University-wide - committees, presidential committees or other specific purpose groups; creates or participates on a management team to identify or solve college or University-wide problems; takes risks within an appropriate range of responsibility; testifies accurately and convincingly at hearings and other forums, inspiring confidence and trust.

B. Manages staff to improve productivity and customer service to the college community.

Initiates continuous improvement strategies tied to customer service and productivity measures; establishes standards for measuring productivity and meets improvement goals; finds alternate ways to maintain acceptable service levels despite cuts in staff and budget.

Managerial Competence Areas and Critical Leadership Elements	Standards of <b>Outstanding</b> Performance	
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C. Provides substantial technical or administrative assistance to peers in other college units/departments, other CUNY or other community or outside organizations.

Identifies and/or resolves significant technical administrative problems related to construction, renovation, installation or operation of new or state-of-the-art buildings, programs or systems researches, initiates and/or implements productivity improvements; provides assistance and/or expertise to other colleges, University-wide committees or community groups; receives recognition for outstanding technical or administrative expertise through a certificate, award or other commendation or requests for assistance from outside groups or individuals.

D. Develops "spin-off" products and assists in their transfer to other departments, colleges, or organizations; which are implemented at other colleges;

Develops new or improved systems or procedures; trains other college staff in new systems or procedures; shares information about new products/systems with other colleges through regular or special meetings, networking or other forms of communication; identifies users for outdated or unused equipment and supplies.

E. Responds with unusual effectiveness to emergencies or special functions at your college or other colleges with equipment, personnel, or other special assistance.

Makes extra effort in conjunction with special events such as VIP visits, community activities and other campus events; makes extra effort to respond to emergencies on campus to provide minimum disruption and ensure safety of all persons and property; makes extra effort to provide assistance in emergencies or special events in the form of equipment, technical assistance, or, if applicable, personnel to other colleges; resolves or handles problems/emergencies in a timely, decisive manner; maintains calm under stress and serves as a presence inspiring confidence throughout an emergency; initiates or

Managerial Competence Areas and Critical Leadership Elements	Standards of <b>Outstanding</b> Performance	
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takes actions in an emergency above and beyond the normal course of action to reduce risks to property and personnel; after the emergency, helps restore calm; eliminates problems which may lead to similar emergencies in the future.

F. Communicates organizational policy or programs throughout levels of work unit.

Explains, educates and promotes and University programs/services to relevant staff and groups; personally communicates the college mission; agendas and timetables for college and University programs are consistently met or renegotiated in advance; receives verbal or written recognition for unit's contribution to college and University mission.

G. Supports diversity in college's multicultural community.

Initiates or improves multicultural, diversity and other programs such as sexual harassment training for staff, supports college activities or provides assistance to community groups for multicultural activities; proactively intervenes in potential multicultural problems; serves as a model for respecting individual differences in backgrounds or eliminating/resolving conflicts among staff members with different backgrounds; seeks through training and other measures to obtain a greater understanding of others; finds opportunities to reinforce positive regard as a standard for all college employees; identifies and corrects behaviors that might contribute to a hostile work environment.

**Managerial Competence Areas and  
Critical Leadership Elements**

**Standards of Outstanding  
Performance**

**SHORT-TERM/LONG-TERM EMPLOYEE  
DEVELOPMENT STRATEGIES**

H. Prepares self or others to deliver on-going, major in-house training services.

Identifies and acquires knowledge to develop training in order to comply with local, State and Federal mandates, improve staff performance or increase the efficiency of operations; finds resources and implements training for such purposes; assures that all relevant staff are trained; receives request for information or assistance from other colleges regarding such training.

I. Implements long range plans for department, college, and University training programs.

Pilots new training programs and shares results with other CUNY colleges; incorporates employee training goals into ongoing employee evaluation and appraisals; encourages employees to utilize information obtained in programs in their work; serves on college training committees; supports University-wide training programs by, for instance, convincing upper management of their importance.

J. Develops personnel for advancement; provides training, consistently evaluates, and rewards achievements of staff.

Initiates employee recognition programs; develops individual career paths for employees through formal and informal training, job assignments or career counseling and guidance; encourages individuals to excel through informal and formal training, education, job assignments or incentives; develops and/or expands training programs for staff; significant productivity improvements or savings occur as a result of training programs; receives multiple requests for training from staff or other users.

<b>Managerial Competence Areas and Critical Leadership Elements</b>	<b>Standards of Outstanding Performance</b>	
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K. Participates in self development programs. Uses the knowledge to improve productivity and services to the college community.

Participates in training and management courses and implements newly acquired knowledge, procedures and technologies at work; cultivates continuing professional relationships with key personnel in professional, community and other organizations; utilizes networks to improve ongoing operations of college or college outreach.

**LONG-RANGE PLANNING AND MULTI-YEAR PROJECTS**

L. Anticipates, plans for and incorporates new developments in the field or major service/programmatic changes; successfully introduces major new technology/systems; initiates plans for service expansions or for cost reductions with demonstrable annual results.

Initiates plans for expanding services or programs or achieving cost reductions or productivity improvements; persuades upper management to fund new technological developments in the field; successfully implements major new technologies/systems/programs; solves or overcomes unanticipated problems or opposition in the implementation of new technologies/programs; significant long-term savings or productivity improvements occur from the introduction of new technologies or programs.

M. Participates in the development or implementations of college long-range master plans into unit workload plans; integrates master plans; completes major multi-year initiative(s) with documented exceptional success.

Identifies or develops significant components of the master plan; recognizes deficiencies or problems in the master plan and takes corrective action in a timely manner; significant savings or other productivity improvements occur as a result of effort related to the master plan.

Managerial Rating Form:

\_\_\_\_\_ DATE \_\_\_\_\_ COLLEGE \_\_\_\_\_ TITLE \_\_\_\_\_ LEVEL \_\_\_\_\_ TITLE CODE  
\_\_\_\_\_ LAST NAME \_\_\_\_\_ FIRST \_\_\_\_\_ SSN

The above named Manager has an overall rating of \_\_\_O,\_\_\_VG,\_\_\_G,\_\_\_NI\_\_\_U based on performance during the period \_\_\_\_\_ to \_\_\_\_\_:

The college hereby nominates this employee for a base salary merit award of \_\_\_\_\_ % (NTE 4%). (Attach OFSR 607 form.)

The college hereby nominates this employee for a lump sum merit award of \_\_\_\_\_ % (VG-NTE 2%, O-NTE 5%). (Attach OFSR 607 form.)

All awards are subject to approval of the University Director of Human Resources Management Services. (See PPB 01/00 for general guidance.)

Rating Official's Signature:

Manager's Signature:

\_\_\_\_\_

\_\_\_\_\_

Title:

Title:

\_\_\_\_\_

\_\_\_\_\_

Dean or Vice President's Signature (if different from Rating Official):

Personnel Director's Signature:

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