Critical Success Factors
For Supervisory/Professional Positions

1. **Planning & Organizing**: Establishes courses of action for oneself and/or others that are appropriately comprehensive and effective in meeting short- and long-term goals.Plans proper assignments of personnel and appropriate allocation of resources.

2. **Manages Execution/Delegation**: Allocates decision-making and other responsibilities to the appropriate direct reports. Consideration is given to the target person’s capabilities when delegation of responsibility, authority or data gathering is contemplated.

3. **Judgment & Decisiveness**: Makes timely and sound decisions based upon logical presumptions and which reflect factual information; understands the short- and long-term consequences when making decisions. Commits to taking action in a timely manner when necessary.

4. **Quality-of-Service Orientation**: Makes effort to listen to and understand internal/external customers; anticipates their needs and gives top priority to their satisfaction. Enhances quality of service by directly participating in service and/or support activities.

5. **Performance Planning & Management**: Provides clear direction and priorities; consistently measures results; gives timely, specific feedback and helpful coaching.

6. **Fosters Teamwork**: Accomplishes tasks through working with others, building effective teams committed to organization goals; fosters collaboration among team members and among teams; is a good team player. Makes efforts to facilitate work group effectiveness.

7. **Initiative**: Sets high goals/standards of performance for self and/or others; actively attempts to influence events; takes action beyond explicit job responsibilities. Strives for superior performance. Originates action rather than only responding to the action of others.

8. **Oral Communication**: Effectively gives and receives information; clearly presents ideas/tasks to groups or individuals; actively listens to others demonstrating attention to and understanding of others comments and concerns.

9. **Written Communication**: Clear and effective expression of ideas -- includes grammar, style, organization and structure. Writing style is tailored according to the varying forms of communication.
10. **Ability to Learn & Analyze**: Assimilating/applying new, job-related information. Relating and comparing data from different sources, identifying issues, securing information and identifying relationships. Applying this information in a timely manner.

11. **Tolerance for Stress**: Provides stable performance under pressure and/or opposition; facilitates the same for direct reports.

12. **Sensitivity**: Takes action that demonstrates genuine consideration for others based upon an accurate appraisal of skills, competencies and needs. Sensitivity involves not only having insights, but taking action on that insight.

13. **Adaptability & Resourcefulness**: Maintains effectiveness in varying environments, with varying tasks, responsibilities and/or with various types of people. Able to use the means at one’s disposal to meet University/unit objectives.

14. **Process Management/Control**: Establishes procedures to monitor and regulate processes, job activities, responsibilities. Takes action to monitor the quality of delegated assignments or projects.

15. **Creativity/Innovation**: Conception, recognition and facilitation of novel, imaginative ideas and/or solutions in work-related situations.

16. **Tenacity/Resilience**: Staying with a position or plan of action until the desired objective is achieved or is no longer viable. Handling disappointment and/or rejection while maintaining effectiveness.

17. **Financial Planning/Management**: Understands the philosophy, terminology and processes of planning, preparing and monitoring budgets, as well as, being able to understand and interpret other financial performance statements.

18. **Professional Knowledge**: Understanding and utilizing professional information to achieve goals.

19. **Vision**: From a leadership perspective, considers issues that are broader and longer range than those immediately apparent.

20. **Self Development**: Engages in a continuous process of self-improvement.

21. **Negotiation**: Communicating to gain agreement or acceptance.

22. **Persuasiveness**: Gaining agreement or acceptance of an idea, plan, activity or product from internal/external customers. Includes, creating a good first impression, commanding attention and respect, showing a healthy air of confidence and building relationships.
Critical Success Factors – Sample Behaviors

Supervisory/Professional

1. **Planning & Organizing:** Establishes courses of action for oneself and/or others that are appropriately comprehensive and effective in meeting short- and long-term goals. Plans proper assignments of personnel and appropriate allocation of resources.

   **Sample Behaviors:**
   
   - Develops a planning schedule with realistic time sequences for goal accomplishment.
   - Uses the University/unit mission, policies, goals, and objectives when setting own goals and objectives.
   - Identifies factors critical to effective plan implementation; considers contingencies and consequences of decisions/actions.
   - Prepares budget and considers how best to attain desired goals given available resources. Operates within budget.
   - Seeks others’ opinions when developing plans.
   - Views action planning and implementation as ongoing and interactive.
   - Uses feedback and follow-up system to make sure delegated responsibilities are being effectively handled.

2. **Manages Execution/Delegation:** Allocates decision-making and other responsibilities to the appropriate direct reports. Consideration is given to the target person’s capabilities when delegation of responsibility, authority or data gathering is contemplated.

   **Sample Behaviors:**
   
   - Ensures direct reports are capable of handling the work being delegated.
   - When presenting newly delegated responsibility to direct reports, asks for questions, suggestions, reactions, or problems. Outlines requirements of newly-delegated responsibilities.
   - Makes efforts to increase direct reports’ ability to handle delegated responsibilities, e.g., reduction in routine work assignments or increased authority.
   - Matches the delegated responsibility with the appropriate direct reports for reasons of efficiency, individual growth, and fair distribution.
   - Assigns important projects and decisions to direct reports, not just undesirable ones.
3. **Judgment & Decisiveness:** Makes timely and sound decisions based upon logical presumptions and which reflect factual information; understands the short- and long-term consequences when making decisions. Commits to taking action in a timely manner when necessary.

**Sample Behaviors:**

- Makes effective hiring, promotion, transfer, disciplinary, and termination decisions.
- Determines the degree of direct report participation in making decisions.
- Determines whether an idea or program should be rejected or accepted.
- Approves expenditures within scope of authority.
- Seeks counsel as appropriate; makes decisions, if necessary, for one’s boss in his or her absence.
- Sets priorities for his/her area.
- Considers confidentiality of information before sharing with others.
- Obtains as much information as possible before making a decision.
- Makes quick decisions when necessary, utilizing the information available.
- Knows which decisions can be made alone and which require consultation with others; acts accordingly.
- Balances information-gathering with action-taking.
- Prioritizes work tasks, goals, and objectives.

4. **Quality-of-Service Orientation:** Makes effort to listen to and understand internal/external customers; anticipates their needs and gives top priority to their satisfaction. Enhances quality of service by directly participating in service and/or support activities.

**Sample Behaviors:**

- Empowers direct reports to ensure optimal quality of service; fosters a culture where direct reports feel committed to meeting customer expectations.
- Reinforces quality of service activities and behaviors.
- Determines customer expectations regarding quality of service.
- Discusses customer concerns; recovers effectively from customer dissatisfaction.
- Proactively anticipates problems that customers may not have identified themselves.
- Takes action to resolve concerns and complaints, displaying sensitivity to their sense of urgency.
- Communicates empathy and builds rapport; conveys trust and assurance.
- Changes schedule to handle customer complaints or requests.
5. **Performance Planning & Management**: Provides clear direction and priorities; consistently measures results; gives timely, specific feedback and helpful coaching.

**Sample Behaviors:**

- Holds goal-setting sessions with direct reports to establish clear, measurable, agreed-upon objectives with action steps and target completion dates.
- Clarifies direct report duties, performance standards, and evaluation criteria.
- Establishes a developmental climate, e.g., encourages growth, provides challenge/opportunity, rewards hard work/dedication, communicates trust, and helps direct reports learn from their mistakes and delegates for development.
- Helps identify developmental needs and training programs.
- Encourages involvement, ownership, collaboration, establishing a partnership environment.
- Gives direct reports visibility with higher management, solicits their ideas, and keeps them informed.
- Conducts periodic performance evaluations/reviews to ascertain progress toward goal accomplishment, providing detailed feedback based upon accurate information collected through observations, reports, and records.
- When possible, links promotions/recognition/pay to performance on the job.
- Gains agreement with direct reports that a problem exists; allows them to offer their suggestions for the causes and solutions before offering his/her own.
- Provides feedback that is specific and educational (focuses upon tasks and behaviors); recognizes and reinforces performance improvements.
- Deals decisively with poor performance.

6. **Fosters Teamwork**: Accomplishes tasks through working with others, building effective teams committed to organization goals; fosters collaboration among team members and among teams; is a good team player. Makes efforts to facilitate work group effectiveness.

**Sample Behaviors:**

- Recognizes how decisions made affect others.
- Cross-utilizes resources between and within operating units in accomplishing project tasks.
- Does a job for which he/she is not principally responsible to help organization.
- Works with peers, direct reports, and superiors as part of a team.
- Recognizes how viewed by others; adjusts work interactions accordingly.
- Identifies where others stand on issues.
- Accomplishes his/her managerial job through a team of strong direct reports and by working with other departments.
• Ensures that group/team members understand and agree upon goals and objectives.
• Ensures that team members are fully recognized and utilized.
• Establishes procedures that enhance team functioning to encourage trust, open communication, and participation and to discourage conflict.

7. Initiative: Sets high goals/standards of performance for self and/or others; actively attempts to influence events; takes action beyond explicit job responsibilities. Strives for superior performance. Originates action rather than only responding to the action of others.

Sample Behaviors:

• Makes self-development efforts.
• Initiates discussions about career advancement.
• Collects extra information for reports or meetings, anticipating that it may be useful.
• Makes suggestions without being asked; when identifying a problem, also offers potential solutions; questions the way a process is done; suggests changes or new programs; identifies innovative ways to improve effectiveness.
• Takes a stand on potentially unpopular issues.
• Investigates alternatives before deciding upon one approach; digs beneath the obvious to get at the facts.
• Does far more than is minimally required by a project or task.
• Takes personal responsibility for producing/delivering new programs.
• Takes action on a project without waiting to be asked to do so.
• Shows interest in learning about programs not in his/her area of responsibility.
• Takes action proactively to avoid problems, overcome obstacles, and achieve goals.
8. **Oral Communication**: Effectively gives and receives information; clearly presents ideas/tasks to groups or individuals; actively listens to others demonstrating attention to and understanding of others comments and concerns.

**Sample Behaviors:**

**Communicating with others:**
- Maintains a balance between telling and listening.
- Attempts to understand the situation from all points of view.
-Suspends judgment until all points of view are fully explained or understood.
- Is sensitive to nonverbal communication, choice of words, and use of physical space.
- Focuses on facts rather than interpretations or inferences.
- Encourages horizontal and vertical communication.
- Checks own understandings of what others are saying, e.g., paraphrasing.
- Gives conscious attention to the dissemination of information to direct reports.
- Creates an atmosphere in which timely and high-quality information flows smoothly between self and others; encourages open expression of ideas and opinions.

**Participating in meetings:**
- Is prepared, submits ideas for consideration, clearly states opinions, seeks clarification, listens attentively, notes actions to be completed after the meeting.

**Conducting meetings:**
- Determines the meeting purpose/objective in advance, opens with a summary of what will happen and what is expected, invites participation by active listening and by sharing leadership.

**Presentations:**
- Determines the purpose/objective of the presentation and the desired result.
- Analyzes the audience in advance and determines primary interest.
- Gathers sufficient information on the subject and generates key ideas.
- Rehearses; appropriately utilizes visual aids.
- When necessary, is able to speak extemporaneously.
- Uses effective gestures, body language, and voice tone.
- Properly utilizes personal experience(s), analogies, and statistics/facts to be persuasive.
- Provides a conclusion that ties the presentation together.
- Facilitates questions and answers.
9. **Written Communication:** Clear and effective expression of ideas -- includes grammar, style, organization and structure. Writing style is tailored according to the varying forms of communication.

**Sample Behaviors:**

- Defines the audience and determines the purpose of the message.
- Researches the subject.
- Uses words, punctuation, and writing style that allow the reader to most easily and quickly receive the intended message.
- Maintains the central idea or theme throughout the communication.
- Ensures the reader understands exactly what is expected of him/her.
- Ties ideas together and ensures that the line of reasoning can be easily followed.
- Uses stylistic techniques to enhance rather than obscure communication.
- Refrains from overstating and overwriting.
- Always keeps the reader in mind when writing.
- Reviews/revises written material to ensure proper grammar, style, readability, and quality.

10. **Ability to Learn & Analyze:** Assimilating/applying new, job-related information. Relating and comparing data from different sources, identifying issues, securing information and identifying relationships. Applying this information in a timely manner.

**Sample Behaviors:**

- Learns new information regarding changing policies, procedures, or operations.
- Attends training programs to enhance job performance.
- Learns unique job- and project-related vocabulary.
- Associates seemingly unrelated information in order to analyze a situation.
- Recognizes symptoms which indicate more significant problems.
- Questions others to determine their objections to ideas.
- Actively does fact-finding.
- Thoroughly reviews proposals submitted by direct reports for feasibility.
- Troubleshoots problems using as many resources as is practical.
- When devising a plan, analyzes differing alternatives.
- Identifies internal and external customer needs and/or causes of dissatisfaction.
11. **Tolerance for Stress**: Provides stable performance under pressure and/or opposition; facilitates the same for direct reports.

**Sample Behaviors:**

- Recognizes and responds effectively to unexpected situations.
- Handles crises and stress.
- Responds well to tight deadlines.
- Appropriately addresses opposition; reduces, rather than escalates, conflict.
- Helps direct reports create a work environment in which stress can be neutralized quickly and effectively, e.g., establishing an environment that fosters listening, acceptance, structure, and support.
- Identifies causes of and makes efforts to eliminate or reduce stress.

12. **Sensitivity**: Takes action that demonstrates genuine consideration for others based upon an accurate appraisal of skills, competencies and needs. Sensitivity involves not only having insights, but taking action on that insight.

**Sample Behaviors:**

- Shows consideration and communicates empathy for the feelings and needs of others.
- Shows appreciation for good work done and special help provided by others.
- Recognizes signs of overwork in others.
- When interacting with or correcting direct reports, treats them with respect and dignity; maintains their self-esteem.
- Listens to concerns about quality, budgets, and deadlines.
- Recognizes individuality and shows respect for the beliefs/values of others.
- Accepts others’ different styles; understands their strengths and limitations.
- Makes efforts to put people at ease.
- Genuinely tries to understand how he/she is perceived by others.
- When implementing change, considers the impact on others.
- Solicits feedback.
13. **Adaptability & Resourcefulness**: Maintains effectiveness in varying environments, with varying tasks, responsibilities and/or with various types of people. Able to use the means at one’s disposal to meet University/unit objectives.

**Sample Behaviors:**

- Adapts oral/written communication style to fit different personality styles.
- Varies management style to fit particular individual or group situations.
- Reaches goals using a variety of means.
- Accepts or gives direction depending upon the situation.
- Shifts temperament when work patterns require.
- Modifies a strongly-held opinion in response to contrary evidence.
- Changes procedures and processes when environmental conditions change.
- Understands the inner workings of the University; accomplishes tasks and builds relationships accordingly.
- Works effectively with higher management.
- Understands the various resources that are available and uses them to accomplish goals.
- Finds ways to more effectively and efficiently utilize existing resources (people, equipment, money, time) to accomplish goals.

14. **Process Management/Control**: Establishes procedures to monitor and regulate processes, job activities, responsibilities. Takes action to monitor the quality of delegated assignments or projects.

**Sample Behaviors:**

- Creates an environment where control can be optimally exercised, e.g., encourages upward communication.
- Determines information important for management control.
- Utilizes information to assess performance against established objectives and takes appropriate corrective action when necessary.
- Forecasts and evaluates potential cost and schedule problems.
- Establishes communication channels for all principal players within a given project/activity.
- Checks with others to ensure quality work and the timely completion of tasks and plans; double-checks when necessary.
15. **Creativity/Innovation**: Conception, recognition and facilitation of novel, imaginative ideas and/or solutions in work-related situations.

**Sample Behaviors:**

- Utilizes brainstorming, using people from different backgrounds, where thinking is simulated by planting ideas and deferring judgment.
- Respects differences in individuals.
- Communicates that all ideas are valued. Encourages trust and risk-taking in forming, sharing, and trying new ideas.
- Creates a team atmosphere.
- Encourages a forum for questioning the status quo.
- Makes efforts to recognize/reward new ideas.
- Refrains from over-directing, over-observing, and over-reporting.
- Responds more to the positive aspects of ideas rather than the negative. When refusal of an idea is warranted, encourages future idea generation.
- Provides challenging assignments and projects.
- Gives direct reports credit for their ideas and accomplishments.

16. **Tenacity/Resilience**: Staying with a position or plan of action until the desired objective is achieved or is no longer viable. Handling disappointment and/or rejection while maintaining effectiveness.

**Sample Behaviors:**

- Continues to present information on a new or unpopular idea to supervisor and/or customers to gain acceptance.
- Works beyond normal working hours when necessary.
- Reviews, revises, and improves work before submitting for opinion or approval.
- Strives to improve work performance.

17. **Financial Planning/Management**: Understands the philosophy, terminology and processes of planning, preparing and monitoring budgets, as well as, being able to understand and interpret other financial performance statements.

**Sample Behaviors:**

- Understands the financial vocabulary associated with maintaining a budget.
- Understands the objectives and shapes his/her budget accordingly.
- Justifies the feasibility of investment by projecting the return.
- Handles the uncertainty associated with returns by stipulating a range of likely outcomes and projecting the expected benefits with the varying stipulations.
- Accurately forecasts by incorporating present and future economic, demographic, technological, and political factors.
• Defines the level of risk that will be assumed with a chosen area of endeavor, assesses the expected returns in light of the risk, provides a plan for managing the risk, realizes the expected returns, and justifies the exposure to this risk.
• Recognizes specific needs for budget dollars, ensuring that one’s budget covers all operating needs. Anticipates potential budget problems.
• Utilizes financial performance statements, e.g. profit loss statements, income statements, balance sheets, etc. to pinpoint weaknesses.
• Identifies likely excesses/shortages of funds when business conditions change.
• Analyzes and interprets monthly/quarterly/annual financial performance statements.
• Responds appropriately to control budget variances.

18. Professional Knowledge: Understanding and utilizing professional information to achieve goals.

Sample Behaviors:

• Makes self available to others to help solve specialized professional problems.
• Keeps up-to-date on the specialized aspects of the job.
• Develops own expertise in specific areas to improve personal/group performance.
• Uses a wide variety and depth of technical/specialized knowledge to achieve objectives.

19. Vision: From a leadership perspective, considers issues that are broader and longer range than those immediately apparent.

Sample Behaviors:

• Determines problems, solutions, and/or opportunities by rising above the day-to-day activities, the standard or usual way of operating, conflicting personal and organizational goals, and personal relationships and loyalties.
• Has a vision for the work group and conveys the same to them.
• Views the area of responsibility in terms of new programs or services; new methods of operation; new ways to produce, deliver, distribute services/products; and new ways to be more profitable/efficient.
20. **Self Development**: Engages in a continuous process of self-improvement.

**Sample Behaviors:**

- Stays abreast of state-of-the-art technology, creative trends, and implementation strategies.
- Solicits feedback for personal and organizational developmental needs.
- Identifies and attends appropriate internal/external training programs or seminars; applies to job.
- Holds joint goal-setting sessions to establish developmental objectives with action steps and time schedules.
- Learns from successes and mistakes.
- Accepts constructive feedback positively and takes appropriate steps to improve.

21. **Negotiation**: Communicating to gain agreement or acceptance.

**Sample Behaviors:**

- Uses good timing when negotiating; makes points diplomatically.
- Reaches agreements by focusing upon meeting all parties’ legitimate interests (to the extent possible), rather than focusing only upon winning one’s own position.
- Identifies shared objectives to resolve negotiating dilemmas.
- Resolves conflicting interests fairly.
- Separates the people from the negotiating problem to preserve the relationship.
- Reaches agreement by inventing options for mutual gain.
- Recognizes that both parties must be satisfied for a successful outcome.
- Opens negotiations to set the proper tone; closes to define the agreement.

22. **Persuasiveness**: Gaining agreement or acceptance of an idea, plan, activity or product from internal/external customers. Includes, creating a good first impression, commanding attention and respect, showing a healthy air of confidence and building relationships.

**Sample Behaviors:**

- Builds rapport; develops relationships; solicits input.
- Uncovers needs by asking questions and actively listening.
- Interacts collaboratively, not coercively; treats individuals as partners, not opponents.
- Balances fact-finding/analysis with the actual sales presentation.
- Engages in effective problem solving, reaches mutual decisions, and introduces new ideas, promoting acceptance and agreement.
- Understands the role that each key party plays in attaining agreement; builds a coalition of believers in new ideas.
• Uses open questions to determine needs and closed questions to confirm them.
• Gains immediate attention and respect of others; displays confidence when dealing with others; represents the University well.

When using written communication:
• Includes an explanation of the reader’s needs, a proposed broad solution to that need, and how the proposed plan will be accomplished.
• Stresses the benefits to the reader from beginning to end.
• Identifies and clarifies the reader’s role in the project.
• Writes clear messages that minimize the chance of misrepresentation.
• Clarifies what the reader should understand/do upon reading the letter.
• Covers an adequate number of items in one letter.