



# PERFORMANCE MANAGEMENT SYSTEM 2022 – 2023

## FACULTY EVALUATION CRITERIA AND PROCESS

### I. OVERVIEW:

Performance management system is the process of creating a work environment in which people are enabled to perform to the best of their abilities. It enables the Organization to enhance & sustain its performance by aligning employees' goals & contribution to the Organization's Vision and Objectives.

Performance Management helps to strengthen the communication between employees and HODs and provides employees with a clear understanding of what is expected of them and how their performance contributions are being assessed and recognized.

### II. OBJECTIVES:

- To give due weightage for the contribution in teaching, research and administration.
- To capture the contributions objectively in each category: Academic, Research, Administration & Competency.
- Assess and promote excellence in the teaching-learning process.
- To have a healthy competition among faculty in all four major areas of appraisal: Academics, Research Administration & Competency.
- To Provide a basis for professional growth and development of faculty members.
- To improve the NIRF and NAAC ranking of the University.
- To promote team work by engaging all faculty in Institution development programs.
- To align the Individual objectives of faculty with Department\University goals.
- To give more clarity to individuals in executing their responsibilities.
- To bring flexibility in the evaluation system.
- To enhance the effective contribution of each faculty by allowing them to choose their major area of contribution.
- To align the parameters of PMS with Accrediting agencies guidelines wherever possible.

### III. COVERAGE:

The policy covers all academic staff/faculty of Manipal University Jaipur.

### IV. APPLICABILITY:

Employees joined on or before **30<sup>th</sup> June 2022** are eligible for **PMS assessment for the Year 2022-2023** as assessment period specified is from **January-2022 to December-2022**. Employees who undergo assessment but have not completed 1 full year of the assessment period, they will be subjected to pro-rata assessment and also undergo subjective assessment.

**V. COMPONENTS OF PMS:**

- ✓ Academic
- ✓ Research and Consultancy
- ✓ Administration
- ✓ Competency
- ✓ Individual Development Plan

**VI. PERFORMANCE ASSESSMENT CRITERIA:**

Performance Management System emphasizes on Results/Outcomes (KRA) specified with above criteria. The overall Performance Assessment is a combined evaluation (As applicable Weightage), this is specified for each position with the additional responsibility of the faculty (if applicable):

**FACULTY WITHOUT ADDITIONAL ADMINISTRATIVE RESPONSIBILITIES:**

Designation	Academics		Research and Consultancy		Administration (Nucleus Member)		Competency#	
	Max. Points	Weight Range	Max. Points	Weight Range	Max. Points	Weight Range	Max. Points	Weight Range
Assistant Professor	100	0.4 – 0.6	100	0.2 – 0.4	100	0 – 0.2	100	0.2
Assistant Professor (Senior Scale)	100	0.4 – 0.6	100	0.2 – 0.4	100	0 – 0.2	100	0.2
Assistant Professor (Selection Grade)	100	0.3 – 0.6	100	0.3 – 0.5	100	0 – 0.2	100	0.2
Associate Professor	100	0.2 – 0.6	100	0.3 – 0.5	100	0 – 0.2	100	0.3
Associate Professor (Senior Scale)	100	0.1 – 0.4	100	0.3 – 0.6	100	0 – 0.3	100	0.3
Professor	100	0.1 – 0.4	100	0.3 – 0.6	100	0 – 0.3	100	0.3

**FACULTY WITH ADDITIONAL ADMINISTRATIVE RESPONSIBILITIES:**

Academic Administrative Groups	Academics		Research and Consultancy		Administration		Competency#	
	Max. Points	Weight Range	Max. Points	Weight Range	Max. Points	Weight Range	Max. Points	Weight Range
Group – 1*	100	0.1 – 0.3	100	0.1 – 0.3	100	0.3 – 0.5	100	0.3
Group – 2*	100	0.1 – 0.3	100	0.1 – 0.3	100	0.2 – 0.4	100	0.4
Group – 3*	100	0.1 – 0.3	100	0.1 – 0.3	100	0.2 – 0.4	100	0.4
Group – 4*	100	0.2 – 0.4	100	0.1 – 0.3	100	0.2 – 0.3	100	0.3
Group – 5*	100	0.2 – 0.4	100	0.1 – 0.3	100	0.2 – 0.4	100	0.2

(# The weightage defined under competencies is a Fixed Weightage as per levels/designations. The balance weightage can be picked up as per individual's requirement.)

\*Group – 1 : Heads of the Departments (HoDs)

\*Group – 2 : Directors of the Schools

\*Group – 3 : Directors of the Directorates, Heads of the sections (Director Admissions, CoE, E-Cell, etc.)

\*Group – 4 : Deputy Registrar, Deputy CoE, Deputy Directors of all Directorates

\*Group – 5 : Assistant Registrar, Advisor Central Library, Web Master and Assistant Directors of all Directorates



## VII. GENERAL GUIDELINES:

1. Faculty evaluation for PMS will be done jointly by HoD and Director.
2. Faculty who fall under Group-4 category, their competencies shall be jointly assessed by the respective HODs and the Directors of the respective Directorate they are attached.
3. For Groups 1,2,3, & 4, a separate committee constituted by the president will evaluate.
4. All 4 components of PMS (Academics, Research, Administration and Competency) have a maximum rating of 100 points. If in any component, the points scored are more than 100, it has to be limited to 100.
5. All evaluation forms are to be submitted to the respective Dean.
6. Individual development objectives (IDP) has to be submitted by all faculty along with weightage at the beginning of Academic year. Once the weightage is submitted, it cannot be changed for that academic year. Individual development objectives set by the faculty should be in alignment with Department objectives. HoDs and Directors shall guide the faculty in setting the objectives as per the need of the department.
7. A copy of the IDP and weight range of all faculty should be sent to HR and HR needs to check the completeness of these forms and inform HoD for any mistake.
8. Faculty who are on Maternity leave or the faculty on approved leave and have worked for 3 month and more during the period under assessment, the faculty shall undergo assessment on all the set criteria and scores will be arrived on pro-rata basis and assessment of PI rating will be solely subjective based on various parameters and scores.
9. PMS grades for the new faculty members joining in the middle of the academic year shall be decided by the selection committee at the time of interview.
10. Faculty members in the cadre of Assistant Professors/ Assistant Professors- Senior scale with > 3 years of service in MUJ are expected to register for PhD, failing which their PMS Grading will be limited at 'A+'. Faculty in the above cadre who fail to register for PhD in spite of 2 more such chances, will be limited at 'A' in their PMS Grading.
11. Research progress of faculty members registered for PhD outside MUJ will be assessed based on progress report submitted through their guides failing which their PMS grading will be limited at A+.
12. Mid-Term Review of PMS may be done in the month of December\January to assess the progress and to give valuable suggestions to faculty.
13. The PMS grading shall be done department wise. However, if the number of faculty in a particular group is less than 10, the final grading and the mode of bringing parity will be worked out by Dean's of the respective Faculty along with Head-HR and forwarded for necessary approval by the committee constituted by President.



## VIII. FORM A:

This form has 2 sections:

- (i) ACADEMICS DETAILS      (ii) ACADEMIC ADMINISTRATION DETAILS

**For both the sections combined max score is 100.**

### Guidelines for Academic Evaluation:

1. Remarks column should contain the reason for allotted points filled by the HoD and Director.
2. Academic engagement evaluation is based on the number of courses allotted and the number of classes handled by the faculty. The data should be captured from DMS. Faculty are expected to take minimum two courses in a semester. If any faculty has taken less than 90% of the maximum number of classes, faculty will not get any point in this criteria.
3. The Academic Load taken by faculty is to be given due cognizance while assessment under Academic Evaluation.
4. HR shall also consider academic load while considering the relative grading.
5. **For student feedback: 5 points**  
4 or above full points  
Between 3.5 and 3.9 – 3 points  
Between 3 and 3.4 – 2 points  
Between 2.5 and 2.9 – 1 point  
Below 2 – No points  
If the number of subjects handled is more than one, average feedback may be taken.
6. **Student Performance: 5 points**  
Pass percentage: 60% weightage  
Average GPA: 40% weightage  
If pass % is more than 90% – 3 points  
Between 80 and 90% – 2 points  
Between 70 and 79% – 1 point  
Below 70% – No point  
If Average GPA is above 7.5 – 2 points  
If Average GPA is between 6.6 and 7.4 – 1 point  
If Average GPA is below 6.5 – No points
7. **Attendance Detainees: 05 points**  
Full points to be given if the attendance detainees are less than 10%. (If the number of students are less than 20, it may go up to 15 %)  
Above 10% (15%) and below 15% (20%) – 3 points  
Above 15% (20%) – No points

## IX. FORM B. Research and Consultancy

### Guidelines for Research evaluation:

1. Evaluation of Research parameters are to be done by Research Directorate and the details will be sent to the concerned HoD. Faculty will have to submit their research achievements to Research Directorate well in advance.
2. In all Single author/Multi author paper with MUJ affiliation, collaborative work with other premier Institutions/Industry is encouraged.
3. Evaluation of the research paper is done only after publication. If the paper is accepted or communicated, it need not be considered for evaluation.
4. For publication with students, students name has to be the first name in case of PhD scholars paper. In all other cases, where students are engaged in research work leading to publication, students name has to be there as one of the authors.
5. Any other journal publications like EI, ISTP (Index to Scientific & Technical Proceedings), SSCI (Social Science Citation Index) may be suitably evaluated based on their merit compared to Scopus/WoS/SCI.
6. For PhD guide and Co-guide, progress of the candidates is the base for evaluation (In terms of number of publications).
7. For faculty doing PhD, number of DRC and number of publications may be used for evaluation.
8. Patent/Publication with MUJ affiliation will only be considered for evaluation.
9. Research output from faculty has to be captured from RMS only. If the faculty have not uploaded any Research achievements in RMS, that will not be considered for PMS evaluation.

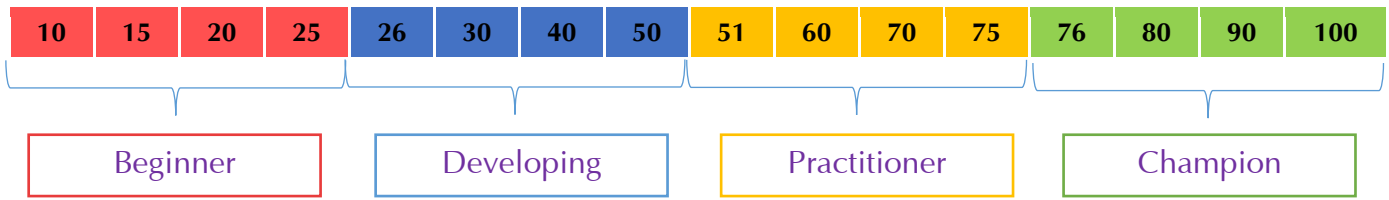
## X. FORM C. Administration:

1. Every faculty involved in Administration are considered as a nucleus member attached to any one nucleus centre.
2. Each faculty may involve in **any one** nucleus centre activities.
3. Faculty cannot get points from both Department and Nucleus center for the same work.
4. Nucleus members evaluation will be done by a committee headed by the Registrar.

**Note: Faculty members are advised to give correct data. Any misrepresentation of data would be viewed seriously.**

**XI. FORM D. Competency:**

**How to rate Competencies:**



- Rater to classify rates based on the overall alignment of competency indicators as **Beginner** / **Developing** / Practitioner / **Champion** (First step)
- Each of the rating indicator has a few behaviour statements within them (**refer the competency dictionary**)
- For any indicator, a person being assessed will fall in any of the following categories:
  - **Lower end** – display/partially display 1 or 2 from all the behaviours in a positive manner and other behaviours are not displayed.
  - **Upper/ Lower Middle end** – display upto 50% of the behaviours and other behaviours are partly shown.
  - **Higher end** – display /partly most of the behaviours positively, they stand at the higher end of the rating spectrum for that particular indicator.

**Administrative Competencies as per Levels :**

	Assistant Professors, Assistant Director, Assistant Registrar, Web-Master & Assistant Manager to Manager for Support Functions	Professor, Professors, Deputy Directors, Registrar and Manager for Support Functions	Associate HODs, Deputy Registrar and Senior Support	Deans, Directors, Registrar and Support Function Heads
<b>Lead Self</b>	<ul style="list-style-type: none"> <li>• Courage</li> <li>• Ownership &amp; Learning Mindset</li> </ul>	<ul style="list-style-type: none"> <li>• Courage</li> <li>• Nimble &amp; Entrepreneurial</li> <li>• Nurturing and Contributing</li> </ul>		<ul style="list-style-type: none"> <li>• Nimble &amp; Entrepreneurial</li> <li>• Nurturing and Contributing</li> </ul>
<b>Lead Team</b>	<ul style="list-style-type: none"> <li>• Collaborate to Win</li> <li>• Drives Self &amp; Others</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate to Win</li> <li>• Inspire and Energize</li> </ul>		<ul style="list-style-type: none"> <li>• Develop &amp; Empower People; Create Talent Pipeline</li> <li>• Inspire and Energize</li> </ul>
<b>Lead Results</b>	<ul style="list-style-type: none"> <li>• Get Things Done</li> <li>• Focus on Flawless Execution</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure Quality Standards at Scale</li> <li>• Focus on Flawless Execution</li> </ul>		<ul style="list-style-type: none"> <li>• Translates Strategy into Action</li> </ul>
<b>Lead Future</b>		<ul style="list-style-type: none"> <li>• Think Different – Pioneering &amp; Innovative</li> <li>• Decide &amp; Commit to Tough Calls</li> </ul>		<ul style="list-style-type: none"> <li>• Think Different – Pioneering &amp; Innovative</li> <li>• Decide &amp; Commit to Tough Calls</li> <li>• Think Strategic &amp; Long Term</li> <li>• Think Big - Think Scale</li> </ul>
<b>Lead Stakeholders</b>				<ul style="list-style-type: none"> <li>• Manages Perception &amp; Influences Brand Image</li> </ul>

**Academic Competencies as per Levels :**

Assistant Professors, Assistant Director, Assistant Registrar, Web-Master & Assistant Manager to Manager for Support Functions	Professor, Associate Professors, HODs, Deputy Directors, Deputy Registrar and Senior Manager for Support Functions	Deans, Directors, Registrar and Support Function Heads
<ul style="list-style-type: none"> <li>Subject Expertise &amp; Pedagogical Strategies</li> <li>Active Research</li> </ul>	<ul style="list-style-type: none"> <li>Subject Expertise &amp; Pedagogical Strategies</li> <li>Active Research</li> </ul>	<ul style="list-style-type: none"> <li>Active Research</li> </ul>
	<ul style="list-style-type: none"> <li>Engaging Learning Environment</li> </ul>	<ul style="list-style-type: none"> <li>Engaging Learning Environment</li> </ul>

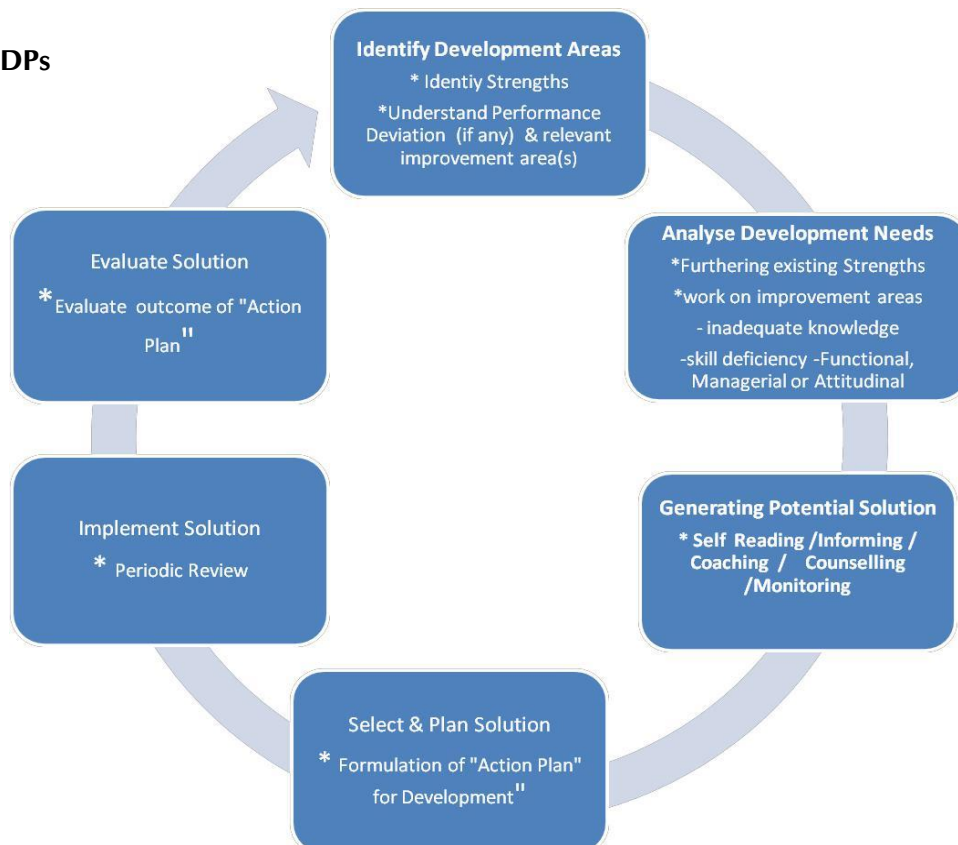
**XII. Individual Development Plan:**

IDPs help the employees and HOD identify developmental needs that address essential competencies, career development, and professional growth. The Individual Development Plan (IDP) determines an action plan to support.

- An improvement in the performance of an employee in current job.
- Preparation of an employee for potential responsibility.
- The strategic /long term needs of the organization.

Setting the Individual development objective is the responsibilities of both the employee and the HOD. At the beginning of the academic year, HoDs have to get the IDP form filled by the faculty and retain the form for final PMS evaluation.

**Guidelines for IDPs**



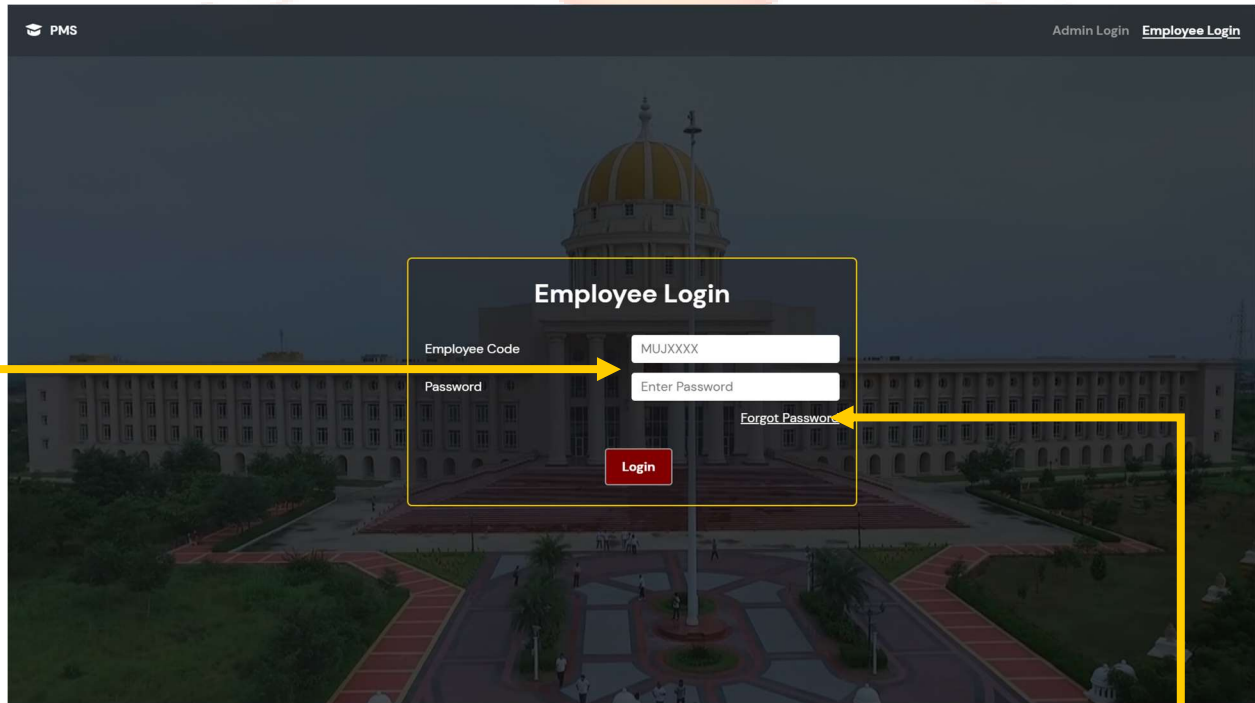


# User Manual for MUJ - PMS

## Step 1: Employee Login

Type the following URL of MUJ-PMS on any browser: - <http://pms.jaipur.manipal.edu>

You will get below shown web page.

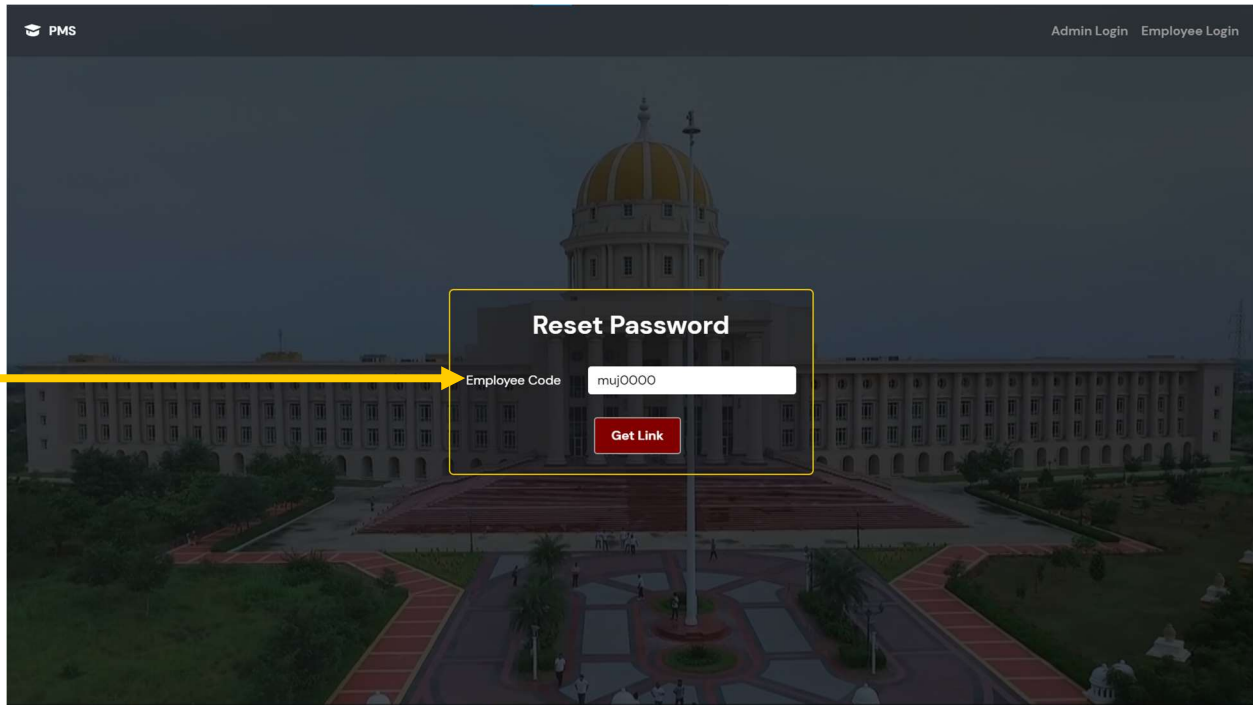


- Enter Employee Code (mujXXXX) and Password
- Click Forgot Password to Reset your Password
- *Default Password is set to be your DOB in “DDMMYY” format*

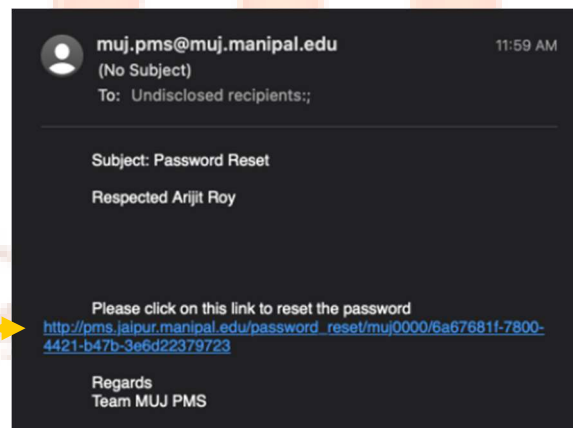
## Step 2: Reset Password

If you want to reset your password (highly recommended for first time user), click on “Reset Password” link on login webpage. The below shown webpage will open.





- Enter your Employee Code and click on “Get Link” button.



- You’ll receive this mail on your “...@jaipur.manipal.edu” mailbox to reset your password. (Please check junk mailbox too.)
- Click on the given Link, it will redirect you to a new window (shown in Step 3) where you can reset your password.

### Step 3: Setting up New Password

**Reset Password**

Password

Repeat Password

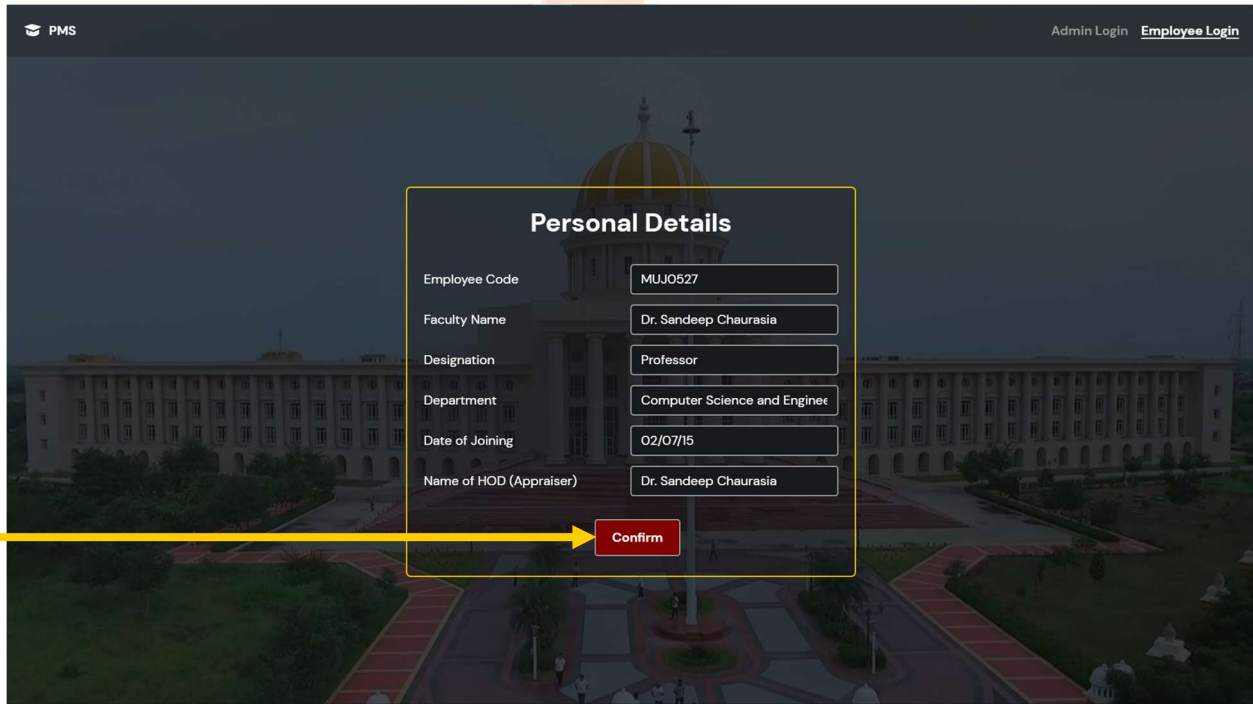
**Change Password**

- Enter Your New Password here. (Any 8 characters.)
- Enter the same Password again to confirm it.

INSPIRED BY LIFE

## Step 4: Verify your Personal Details

This below shown page will open once you login into the system. Here you should verify your personal details.



The screenshot displays a web interface for 'Personal Details' verification. The page has a dark header with 'PMS' on the left and 'Admin Login' and 'Employee Login' on the right. The main content area features a form with the following fields:

Field	Value
Employee Code	MUJ0527
Faculty Name	Dr. Sandeep Chaurasia
Designation	Professor
Department	Computer Science and Enginee
Date of Joining	02/07/15
Name of HOD (Appraiser)	Dr. Sandeep Chaurasia

A red 'Confirm' button is located at the bottom right of the form, with a yellow arrow pointing to it from the left.

- Verify your Personal Details and Click Confirm

## Step 5: User with Additional Responsibility

After verification of Personal Details, you will be redirect to the below page. On this page, you have to select and provide the details as per additional responsibility.

**Note:** - Step 5, 6 and 7 must be done on the same page.

**Additional Details**

PhD Status:

Additional Responsibility Held:

Group:

Nucleus Member:

Smile Member:

FDP Member:

**Group 1:** Head of Departments (HoDs)  
**Group 2:** Directors of the Schools  
**Group 3:** Directors of the Directorates, Head of the Sections (Director Admissions, CoE, E-Cell, etc)  
**Group 4:** Deputy Registrar, Assistant Registrar, Deputy CoE, Advisor Central Library, Web Master, Deputy Directors and Assistant Directors of all Directorates

- Select PhD Status
- Select Yes if Additional Responsibility is held by you.
  - Then select Group from given Dropdown

## Step 6: User with Nucleus Member

PMS Admin Login Employee Login

### Additional Details

PhD Status Not Registered

Additional Responsibility Held Select...

Nucleus Member Yes

Details Select...

Smile Member

FDP Member

Back

- Directorate of Academics
- Directorate of Research
- Directorate of Student Welfar
- Directorate of Quality & Com
- Directorate of International C
- Directorate of Alumni Relati
- Directorate of Admissions
- Directorate of E-Cell

- Select Yes if You are a Nucleus Member otherwise No
- Select Directorate from given Dropdown

## Step 7: User with Smile participant & FDP attended

PMS Admin Login [Employee Login](#)

### Additional Details

PhD Status

Additional Responsibility Held

Nucleus Member

Smile Member

Batch Number

FDP Member

Numbers

- Select Yes if you are Smile participant & Fill Batch Number
- Select Yes if you will attend FDP & Fill FDP count
- Click on Next after filling all the details.

## Step 8: Weightage Selection

According to your prior filled details, the below shown page will open. On this page, you have to select the weightage for different performance criteria.

**Note:** - The total sum of the selected weightage should be exact 1.

The screenshot displays the 'Faculty With Additional Responsibilities' section in the PMS system. It features a table with the following structure:

Designation	Academics		Research and Consultancy		Administration & Competency (Administration Weightage 60% & Competency Weightage 40%)	
	Max Points	Weight Range	Max Points	Weight Range	Max Points	Weight Range
Group - 4	100	0.2-0.4	100	0.1-0.3	100	0.4-0.6
Group 4	100	0.3	100	0.1	100	0.6

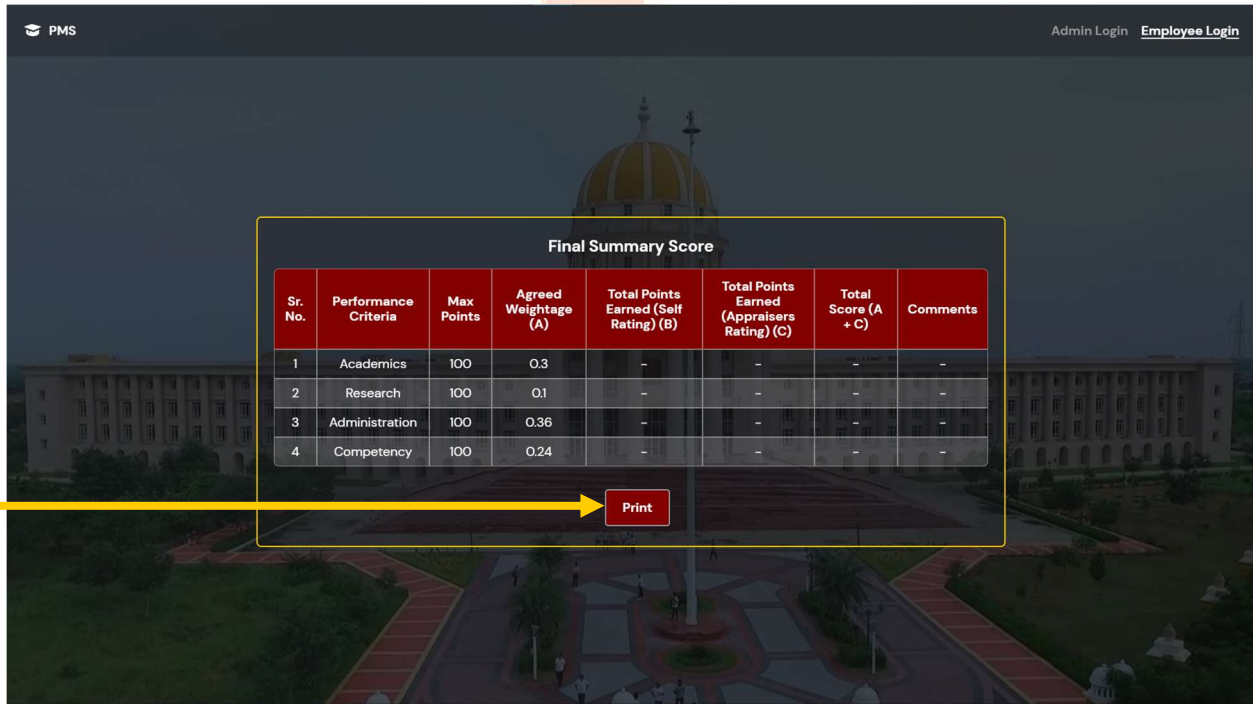
Below the table, there are 'Back' and 'Submit' buttons. A dropdown menu is open for the 'Group 4' row, showing the following options: 0.4, 0.5, and 0.6. The 'Submit' button is highlighted in red.

- Select weightage from given Dropdown in each section (weightage from all sections must add up to 1.0)
- Click Submit after filling in all weightage.



## Step 9: Final Summary Score

This page will be shown to you after filling complete details. On this page, you can take print out of your filled details.




The screenshot displays the 'Final Summary Score' page in a PMS system. The page features a table with the following data:

Sr. No.	Performance Criteria	Max Points	Agreed Weightage (A)	Total Points Earned (Self Rating) (B)	Total Points Earned (Appraisers Rating) (C)	Total Score (A + C)	Comments
1	Academics	100	0.3	-	-	-	-
2	Research	100	0.1	-	-	-	-
3	Administration	100	0.36	-	-	-	-
4	Competency	100	0.24	-	-	-	-

Below the table, there is a 'Print' button, which is highlighted with a yellow arrow. The page also includes a 'PMS' logo in the top left and 'Admin Login' and 'Employee Login' links in the top right.

- Click Print to Print/Download Final Summary Score.

## Step 10: Final Summary Score Print


**MANIPAL UNIVERSITY  
JAIPUR**

### Performance Management System

**Employee Details**

Employee Code	MUJ0547
Faculty Name	Dr. Ashish Kumar
Designation	Associate Professor
Department	Computer Science and Engineering
Date of Joining	10/07/15
Name of HOD (Appraiser)	Dr. Sandeep Chaurasia

**Additional Details**

PhD Status	Awarded
Additional Responsibilities	Group 4
Nuclear Member Details	Directorate of Academics
Smile Member Details	N/A
FDP Details	N/A

**Final Summary Score**

Sr. No.	Performance Criteria	Max Points	Agreed Weightage (A)	Total Points Earned (Self Rating) (B)	Total Points Earned (Appraisers Rating) (C)	Total Score (A + C)	Comments
1	Academics	100	0.3	-	-	-	-
2	Research	100	0.1	-	-	-	-
3	Administration	100	0.36	-	-	-	-
4	Competency	100	0.24	-	-	-	-

Appraisee	
Appraiser 1 (HoD)	
Appraiser 1 (Director)	
Reviewer (Dean)	
HR Comments on Performance (Year Wise)	
Performance Rating at the time of joining	
Year	
Rating	

- Such PDF will be downloaded with all details from MUJ-PMS



# COMPETENCY DICTIONARY



### Junior Level: [Support Function Staff up-to Sr. Executive]

#### Lead Self:

**Courage:** Tenacity to take and defend tough calls, continuously raising the bar, expressing, and standing up for what is fair, just, and right.

Beginner	Developing	Practitioner	Champion
Understands the need for courage. However, has not shown much evidence of the same. Usually remains silent during conflicts.	Shares his/her views on issues, when asked for. May not show the tenacity to defend his views across all situations, especially where he/she has limited view of it.	Is comfortable sharing his/her views across situations, pushes for what is right, considers alternate views, and is flexible to change if required.	Understands the overall situation, takes calls based on logic, provides data and evidence, and is always seen as fair and just.

**Ownership & Learning Mindset:** Demonstrates passion, resilience and drive to take ownership, looks for ways to succeed, and learn continuously

Beginner	Developing	Practitioner	Champion
Is not clear about what his/her accountabilities are. At times hesitant to take up tasks. Not aware of own areas of development.	Takes accountability when asked for. Takes effort to contribute to the tasks. Takes effort to learn, when nudged.	Takes initiative and does not shy away from ownership for tasks. Demonstrates awareness of their own capabilities and shortcomings; constantly seeks to upgrade skills	Stays positive even when faced with seemingly impossible stretch goals, builds confidence in others, constantly expanding limits with continuous learning

#### Lead Team:

**Collaborates to Win:** Learns from others, relies on synergies, and works together for win-win solutions

Beginner	Developing	Practitioner	Champion
Mostly works in silos, does not share knowledge freely or asks for help. Is unaware of how the organization works.	Seeks helps when suggested, at times works well with others. Takes efforts to learn and work with varied set of individuals / teams.	Leverages stakeholders and colleagues across units to coordinate and brainstorm to build solutions. Shares knowledge and expertise freely. Leverages technology for collaboration.	Leads team/is a hub to create collaborative initiatives, is open and adaptable to build consensus within team to drive results. Leverages and champions technology for collaboration.

**Lead Results:**

**Gets Things Done:** Promptly gets down to the job at hand, dynamic in adapting to changing requirements, focused, and has a bias for action.

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Often procrastinates, waits for direction, needs to be nudged to get things done.	Takes efforts to get the job done. At times misses deadlines and gets stuck in changing situations/conditions.	Quick to get to the job, adapts to the conditions and changes, breaks down results into smaller, achievable goals. Eye is always on the meter.	Focussed on the outcomes, advocates planning as a critical step, analyses pros and cons at pilot level and prioritizes easy wins to begin with. Motivates others when things get tougher.

**Middle Level: [Asst. Professors, Asst. Director, Asst. Registrar and Asst. Manager to Manager for support functions]**

**Lead Self:**

**Courage:** Tenacity to take and defend tough calls, continuously raising the bar, expressing, and standing up for what is fair, just, and right.

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Understands the need for courage. However, has not shown much evidence of the same. Usually remains silent during conflicts.	Shares his/her views on issues, when asked for. May not show the tenacity to defend his views across all situations, especially where he/she has limited view of it.	Is comfortable sharing his/her views across situations, pushes for what is right, considers alternate views, and is flexible to change if required.	Understands the overall situation, takes calls based on logic, provides data and evidence, and is always seen as fair and just.

**Ownership & Learning Mindset:** Demonstrates passion, resilience and drive to take ownership, looks for ways to succeed, and learn continuously

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Is not clear about what his/her accountabilities are. At times hesitant to take up tasks. Not aware of own areas of development.	Takes accountability when asked for. Takes effort to contribute to the tasks. Takes effort to learn, when nudged.	Takes initiative and does not shy away from ownership for tasks. Demonstrates awareness of their own capabilities and shortcomings; constantly seeks to upgrade skills	Stays positive even when faced with seemingly impossible stretch goals, builds confidence in others, constantly expanding limits with continuous learning.

**Lead Team:**

**Drives Self and Others:** Organized and responsible for results, by creating success metrics to review -creates accountability, and feedback

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Not sure about what constitutes success. Is unable set clear goals for self and others	Broadly understands what needs to be done by self and others. Tracks them on a need basis/when asked for; Not consistent with taking/providing feedback on results/progress.	Determines what needs to be monitored for completion of task, seeks regular updates on performance and results. Drives self and others for desired results.	Sets specific milestones to measure results with regular monitoring; clearly communicates performance expectation to employees, takes charge when required

**Collaborates to Win:** Learns from others, relies on synergies, and works together for win-win solutions

Beginner	Developing	Practitioner	Champion
Mostly works in silos, does not share knowledge freely or asks for help. Is unaware of how the organization works.	Seeks helps when suggested, at times works well with others. Takes efforts to learn and work with varied set of individuals / teams.	Leverages stakeholders and colleagues across units to coordinate and brainstorms to build solutions. Shares knowledge and expertise freely. Leverages technology for collaboration.	Leads team/is a hub to create collaborative initiatives, is open and adaptable to build consensus within team to drive results. Leverages and champions technology for collaboration.

**Lead Results:**

**Focus on Flawless Execution:** Is obsessed towards flawless execution obsession to execute with focused attention, and smart problem solving for achieving accurate outcomes, and creating processes and guidelines for seamless action

Beginner	Developing	Practitioner	Champion
Makes mistakes often, not quick to learn from mistakes, and often not aware of processes and guidelines.	Knows the desired quality of outcomes. Tries to work as per processes and requires active handholding.	Works as per processes, practical in execution and eliminates inefficiencies. Can work on established processes without handholding.	Displays smart problem solving, clarity and focus on quality while achieving goals. Provides suggestions for changes and continuous improvement. Guides others in the process of achieving excellence

**Gets Things Done:** Promptly gets down to the job at hand, dynamic in adapting to changing requirements, focussed, and has a bias for action.

Beginner	Developing	Practitioner	Champion
Often procrastinates, waits for direction, needs to be nudged to get things done.	Takes efforts to get the job done. At times misses deadlines and gets stuck in changing situations/conditions.	Quick to get to the job, adapts to the conditions and changes, breaks down results into smaller, achievable goals. Eye is always on the meter.	Focussed on the outcomes, advocates planning as a critical step, analyses pros and cons at pilot level and prioritizes easy wins to begin with. Motivates others when things get tougher.



### Academic Competencies at Middle Level

**Subject Expertise & Pedagogical Strategies:** Persistence to keep abreast with subject matter advancements, strives for excellence, industry focus, socially relevant curriculum design, implements innovative ideas and latest technology for learning.

Beginner	Developing	Practitioner	Champion
Has limited depth in the subject.	Takes efforts to learn about subject matter experts – often needs push from seniors.	Learns new technologies/subjects for achieving excellence	Shares best practices and innovation in the technology/advances in the subject.
Sticks to traditional methods – needs guidance	Tries to use new methods of learning.	Uses unconventional methods of learning	Designs and implements new/unconventional methods of learning.
Use of technology is limited	Takes effort to use the available ideas / tools at workplace.	Stays abreast with the technical changes and upgrades self with latest tools and techniques	Masters’ technology and develops training modules, implements techniques and strategies for capability enhancement and learning
Does not take efforts to implement innovative ideas / technology tools	Explores the needs of the industry and tries to incorporate in the learning delivery.	Has a good view of the changing needs and continuously upgrades the learning content and delivery.	Shares best practices and outside in perspectives on learning content and delivery (industry, learner)
Has limited view on industry needs and learner needs.			

**Active Research:** Ability to have in-depth understanding of a domain and conducts research on an ongoing basis to ensure its impact in academic activity.

Beginner	Developing	Practitioner	Champion
Does not take effort to look out of relevant research problems.	Has started investing in a few problems that would yield research outcomes.	Developing feasible ideas into actionable plans with notable research output, professionally organizes information.	Identifies notable and actionable ideas that will help to stay ahead of the domain. Can guide others in the process.
Does not take effort to develop and collaborate in an area of expertise for research.	Initiated network with a few professional colleagues within and outside the organization for research.	Identifies and Establishes/strengthens new networks both nationally and internationally for enhancing research outcomes.	Have established networks both nationally and internationally and can guide others in the process.
Has limited knowledge and skills of use of research tools and techniques	Puts in efforts to learn research tools and techniques.	Has good application knowledge of relevant research tools and techniques. Applies them in research projects.	Has good application knowledge of relevant research tools and techniques. Coach and mentor others.
Does not plan for optimizing research outputs	Have a clear plan of action to enhance research outputs.	Perform outside the comfort zone; Assesses and estimates best ways to reach at an optimized research output.	Leverages the established network and simultaneously manages multiple projects that enables enhanced research outputs.

**Senior Level I: [Professors/Associate Professors/HODs in academics/Dy. Directors/Dy. Registrar and Sr. Manager for support Functions]**

**Lead Self:**

**Courage:** Tenacity to take and defend tough calls, continuously raising the bar, expressing, and standing up for what is fair, just, and right.

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Understands the need for courage. However, has not shown much evidence of the same. Usually remains silent during conflicts.	Shares his/her views on issues, when asked for. May not show the tenacity to defend his views across all situations, especially where he/she has limited view of it.	Is comfortable sharing his/her views across situations, pushes for what is right, considers alternate views, and is flexible to change if required.	Understands the overall situation, takes calls based on logic, provides data and evidence, and is always seen as fair and just.

**Nimble & Entrepreneurial:** The acumen to promote, expand, innovate that sustain and flourish, with the agility to learn or unlearn adopting different approaches to stay ahead

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Believes in status – quo. Reluctant to experiment.	Tries to do new ways of working. Willing to take up new ideas / adopt new ways, when nudged.	Analyses pros and cons; decisive in implementing new solutions; adaptable to unanticipated situations	Leads in rapid solutioning using different approaches, processes, and frameworks. Is seen as an early adopter / innovator

**Nurturing and Contributing:** Demonstrates empathy, respect, and trust in others' capabilities, aiming for meritocracy, and overall alignment to a Manipal values

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Comes across as self-centred. Seldom reaches out to people. Does not look beyond own task/job to align to overall Manipal priorities	Takes effort to reach out to others. Shows empathy, respect, meritocracy, and trust other's capability, however not consistently.	Instils trust in people and takes the team along the growth journey. Overall aligns self with the Manipal values.	Proactively reaches out to people and builds nurturing relationship through respect, trusting in other capabilities, and working in a meritocratic manner. Is seen as a role model by others.

**Lead Team:**

**Inspire and Energize:** Cheerful, optimistic, and personable, leading by example towards a clear vision, by creating an energizing and positive environment for teams

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Does not see the positive part of the situations. Is often aloof from the team and not easily reachable. Does not take effort to build relationships with the team.	Understands and empathizes to others' context; However, needs to be more consistent in creating a positive and energizing environment	Consistently celebrates team achievement and rewards positive behaviours among the team. Is optimistic and cheerful in general.	Clearly communicates the vision and the need for a shared action plan, steers others towards a common destination. Builds positivity and optimism even in difficult situations.

**Collaborates to Win:** Learns from others, relies on synergies, and works together for win-win solutions

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Mostly works in silos, does not share knowledge freely or asks for help. Is unaware of how the organization works.	Seeks helps when suggested, at times works well with others. Takes efforts to learn and work with varied set of individuals / teams.	Leverages stakeholders and colleagues across units to coordinate and brainstorms to build solutions. Shares knowledge and expertise freely. Leverages technology for collaboration.	Leads team/is a hub to create collaborative initiatives, is open and adaptable to build consensus within team to drive results. Leverages and champions technology for collaboration.

**Lead Results:**

**Focus on Flawless Execution:** Is obsessed towards flawless execution obsession to execute with focused attention, and smart problem solving for achieving accurate outcomes, and creating processes and guidelines for seamless action

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Makes mistakes often, not quick to learn from mistakes, and often not aware of processes and guidelines.	Knows the desired quality of outcomes. Tries to work as per processes and requires active handholding.	Works as per processes, practical in execution and eliminates inefficiencies. Can work on established processes without handholding.	Displays smart problem solving, clarity and focus on quality while achieving goals. Provides suggestions for changes and continuous improvement. Guides others in the process of achieving excellence

**Ensures Quality Standards at Scale:** Meticulous in setting benchmarks, standardizing best practices, and leveraging expertise to maximise quality delivery

Beginner	Developing	Practitioner	Champion
Partial knowledge of University's standards. Often needs to rework due to poor quality and generally does not focus on setting high standards.	Tries to align to the University's excellence and quality standards. Needs guidance and support to have high standards of quality delivery for self/team.	Streamlines procedures based on stakeholder feedback and works to create incremental value. Is aligned to the university's excellence and quality standards.	Advocates excellence, creates work groups to develop solutions while ensuring quality. Has an outside-in view of the best practices and aims to be the best.

**Lead Future:**

**Think Different – Pioneering & Innovative:** Innovative, and pioneering, thriving despite ambiguity, anticipating customer needs to daringly think different and outside the box

Beginner	Developing	Practitioner	Champion
Does not seek out what the customers changing needs are. Satisfied with the current offerings and practices. Finds it challenging to work in ambiguity.	Partially recognizes the need to be innovative. Provides suggestions to be innovative – however limited. Seeks support and needs comfort while working in ambiguity.	Anticipates emerging customer needs and creates new models that can serve these needs. Consistently comes up with innovative ideas. Is comfortable working in ambiguity	Innovates in existing areas, and aspires to serve new customer segments, driving scale and profitability. Brings better solutions while working in ambiguity. Aligns ideas directly to institutional/business needs.

**Decides & Commits to Tough Calls:** Decisive and zealous - ready to take time-bound and tough decisions, prudent in analysing pros and call, and quick to execute once committed

Beginner	Developing	Practitioner	Champion
Does not take timely decisions. Refrain from taking tough decisions. Needs reassurance most of the time. Changes stance easily.	At times finds it difficult to take tough calls. Needs reassurance and support from others in deciding. Does not follow through on commitments/decisions.	Makes decision with speed and a sense of urgency based on reasonable analysis & intuition. Works towards execution of the decisions.	Backs decision with logic, commitment and action. Gets the decisions executed as committed. Can guide others to take difficult decisions.

### Academic Competencies at Senior Level I

**Subject Expertise & Pedagogical Strategies:** Persistence to keep abreast with subject matter advancements, strives for excellence, industry focus, socially relevant curriculum design, implements innovative ideas and latest technology for learning.

Beginner	Developing	Practitioner	Champion
Has limited depth in the subject.	Takes efforts to learn about subject matter experts – often needs push from seniors.	Learns new technologies/subjects for achieving excellence	Shares best practices and innovation in the technology/advances in the subject.
Sticks to traditional methods – needs guidance	Tries to use new methods of learning.	Uses unconventional methods of learning	Designs and implements new/unconventional methods of learning.
Use of technology is limited	Takes effort to use the available ideas / tools at workplace.	Stays abreast with the technical changes and upgrades self with latest tools and techniques	Masters’ technology and develops training modules, implements techniques and strategies for capability enhancement and learning
Does not take efforts to implement innovative ideas / technology tools	Explores the needs of the industry and tries to incorporate in the learning delivery.	Has a good view of the changing needs and continuously upgrades the learning content and delivery.	Shares best practices and outside in perspectives on learning content and delivery (industry, learner)
Has limited view on industry needs and learner needs.			

**Active Research:** Ability to have in-depth understanding of a domain and conducts research on an ongoing basis to ensure its impact in academic activity.

Beginner	Developing	Practitioner	Champion
Does not take effort to look out of relevant research problems.	Has started investing in a few problems that would yield research outcomes.	Developing feasible ideas into actionable plans with notable research output, professionally organizes information.	Identifies notable and actionable ideas that will help to stay ahead of the domain. Can guide others in the process.
Does not take effort to develop and collaborate in an area of expertise for research.	Initiated network with a few professional colleagues within and outside the organization for research.	Identifies and Establishes/strengthens new networks both nationally and internationally for enhancing research outcomes.	Have established networks both nationally and internationally and can guide others in the process.
Has limited knowledge and skills of use of research tools and techniques	Puts in efforts to learn research tools and techniques.	Has good application knowledge of relevant research tools and techniques. Applies them in research projects.	Has good application knowledge of relevant research tools and techniques. Coach and mentor others.
Does not plan for optimizing research outputs	Have a clear plan of action to enhance research outputs.	Perform outside the comfort zone; Assesses and estimates best ways to reach at an optimized research output.	Leverages the established network and simultaneously manages multiple projects that enables enhanced research outputs.





**Engaging Learning Environment:** Establish, Expand, Encourage, and Engage everyone to attain a world class learning environment.

Beginner	Developing	Practitioner	Champion
Routine approach towards learning.	Leverages learning methodologies that enable student learning beyond the classroom.	Institutionalizes student engagement beyond the classroom (Industry visits, external mentoring, projects etc)	Designs mechanisms that enables student engagement beyond the classroom (Industry visits, external mentoring, projects etc)
Set pattern is followed with little scope for experimentation.	Leverages new methods of learning that are practiced in the organization.	Engages multiple new methods of learning and design curriculum based on the same.	Benchmarks nationally and internationally and shares insights on best practices in learning and curriculum development
No focus on individualization /customization to the learning needs of the students.	Initiates feedback mechanisms from learners and makes amendments to the design and delivery.	Actively seeks feedback from learners and various stakeholders (including alumni, industry forums) and links them to design and delivery.	Integrates feedback from multiple sources and coaches/mentors others in enhancing learning experience.
Limited view about the innovation in the learner engagement.	Leverages learner engagement mechanisms/practices within and outside of MUJ – although in a limited manner.	Leverages learner engagement mechanisms/practices within and outside of MUJ – although in a limited manner.	Designs/shares insights on designing learner engagement mechanisms leveraging practices in MUJ and outside of MUJ

## Senior Level II: [Deans, Directors, Registrar and Support Function heads]

### Lead Self:

**Nimble & Entrepreneurial:** Demonstrates the acumen to promote, expand, innovate ideas that sustain and flourish, with the agility to learn or unlearn, adopting different approaches to stay ahead

Beginner	Developing	Practitioner	Champion
Believes in status – quo. Reluctant to experiment.	Tries to do new ways of working. Willing to take up new ideas / adopt new ways, when nudged.	Analyses pros and cons; decisive in implementing new solutions; adaptable to unanticipated situations	Leads in rapid solutioning using different approaches, processes, and frameworks. Is seen as an early adopter / innovator

**Nurturing and Contributing:** Demonstrates empathy, respect, and trust in others' capabilities, aiming for meritocracy, and overall alignment to a Manipal values

Beginner	Developing	Practitioner	Champion
Comes across as self-centred. Seldom reaches out to people. Does not look beyond own task/job to align to overall Manipal priorities	Takes effort to reach out to others. Shows empathy, respect, meritocracy, and trust other's capability, however not consistently.	Instils trust in people and takes the team along the growth journey. Overall aligns self with the Manipal values.	Proactively reaches out to people and builds nurturing relationship through respect, trusting in other capabilities, and working in a meritocratic manner. Is seen as a role model by others.

### Lead Team:

**Inspires and Energizes:** Cheerful, optimistic, and personable, leading by example towards a clear vision, by creating an energizing and positive environment for teams

Beginner	Developing	Practitioner	Champion
Does not see the positive part of the situations. Is often aloof from the team and not easily reachable. Does not take effort to build relationships with the team.	Understands and empathizes to others' context; However, needs to be more consistent in creating a positive and energizing environment	Consistently celebrates team achievement and rewards positive behaviours among the team. Is optimistic and cheerful in general.	Clearly communicates the vision and the need for a shared action plan, steers others towards a common destination. Builds positivity and optimism even in difficult situations.

**Develops & Empowers People; Creates Talent Pipeline:** Believes in talent, scouting for the best and delegating to empower others, and coaches' people to be future leaders

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Has less focus on people development. Does not leverage people development practices/initiatives. Does not recognize strengths and development needs of the team.	Is reactive to the talent management needs. Does not have a core plan/support actively talent development efforts. Needs to develop delegating and empowerment skills.	Ensures team is well staffed. Manages talent risks. Works towards engaging, empowering, and building future leaders. Supports building development plans.	Builds network in the industry to attract talent; Builds systems to develop talent for the future. Builds innovation in developing talent. Personally coaches others.

**Lead Stakeholders:**

**Manage perceptions and Influence Brand Image:** Ambassador of the Manipal brand, intellectual and learned, establishing a professional external network to influence matters of policy and priorities

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Has limited network and professional influence. Does not reach out to external network. Has limited alignment to the overall Manipal Brand.	Is in the process of developing external network. Believes and evangelizes Manipal brand.	Ensures that all decisions are within the purview of the values and business philosophy of Manipal; Gathers market intelligence/leverage network to help the University.	Enhances external perception of Manipal; Leverages relationships in the market/professional bodies/government to influence matters of policy/priorities

**Lead Results:**

**Translates Strategy into Action:** The capability to envision a detailed roadmap to deliverables, managing resources and stakeholders aligning them towards a clear strategy

<b>Beginner</b>	<b>Developer</b>	<b>Practitioner</b>	<b>Champion</b>
Works on the key actions as per the strategy in disintegrated part. Unable to manage resources needed. Justifies/ provides excuses rather than finding solutions to timely execution of strategic plans.	Focused on some areas of actions as per the strategy. Partially aligns and builds consensus with stakeholders. Needs support to manage resources.	Develops, justifies, and manages resources, focusing on execution, aligns key stakeholders. Designs approaches to implement changes, oversees quality and customer delight	Decodes complex issues while devising strategies, and a plan of action, in line with industry best practices. Aligns the key stakeholders / resources to ensure timely initiatives as per the planned strategy.

**Lead Future:**

**Thinks Strategic & Long Term:** Strategic, far sighted - connecting opportunities and evaluating risk in new ventures to protect and expand market share

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Sees challenges more than opportunities in the external environment. Mostly operational focussed and does not share insights / initiatives that impacts beyond short term.	Protects current market leadership through various initiatives. Able to understand the overall external environment, partially. Trying to move from being short term oriented to being long term.	Understands/leverages the opportunities & risk implications of the external environment. Develops ideas & plans in line with the overall vision of the group– leverages existing group strengths and fills gaps in capabilities.	Identifies new growth engines in line with the external environment to build diverse portfolio for the long term & develops clear implementation strategies. Takes calculated risks for long term success.

**Thinks Different – Pioneering & Innovative:** Innovative, and pioneering, thriving despite ambiguity, anticipating customer needs to daringly think different and outside the box

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Does not seek out what the customers changing needs are. Satisfied with the current offerings and practices. Finds it challenging to work in ambiguity.	Partially recognizes need to be innovative. Provides suggestions to be innovative – however limited. Seeks support and needs comfort while working in ambiguity.	Anticipates emerging customer needs and creates new models that can serve these needs. Consistently comes up with innovative ideas. Is comfortable working in ambiguity	Innovates in existing areas, and aspires to serve new customer segments, driving scale and profitability. Brings better solutions while working in ambiguity. Aligns ideas directly to institutional/business needs.

**Think Big - Think Scale:** Composed when dealing with complicated scale-ups, prioritizing such opportunities, with process checks

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Is comfortable operating in small scale. Does not seek possibilities of growth. Incremental in approach. Does not seek solutions to enable systems and processes for scale up.	Leverages growth opportunities in a limited manner. Adopts systems and processes for scale up when nudged.	Leverages opportunities for growth and scale up and sets up systems for the same. Identifies opportunities of scale, creates systems to redistribute work, streamlines functions leveraging technology. Works towards set standards of excellence – both nationally and internationally	Motivates and encourages others to think big and suggests opportunities for growth. Proactively understands and encourage leveraging of processes and practices for scale up. Aims and encourages others to achieve excellence by benchmarking with the best.



**Decides & Commits to Tough Calls:** Decisive and zealous - ready to take time-bound and tough decisions, prudent in analysing pros and call, and quick to execute once committed

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Does not take timely decisions. Refrain from taking tough decisions. Needs reassurance most of the time. Changes stance easily.	At times finds it difficult to take tough calls. Needs reassurance and support from others in deciding. Does not follow through on commitments/decisions.	Makes decision with speed and a sense of urgency based on reasonable analysis & intuition. Works towards execution of the decisions.	Backs decision with logic, commitment and action. Gets the decisions executed as committed. Can guide others to take difficult decisions.

### Academic Linked Competencies

**Engaging Learning Environment:** Establish, Expand, Encourage, and Engage everyone to attain a world class learning environment

Beginner	Developing	Practitioner	Champion
Routine approach towards learning.	Leverages learning methodologies that enable student learning beyond the classroom.	Institutionalizes student engagement beyond the classroom (Industry visits, external mentoring, projects etc)	Designs mechanisms that enables student engagement beyond the classroom (Industry visits, external mentoring, projects etc)
Set pattern is followed with little scope for experimentation.	Leverages new methods of learning that are practiced in the organization.	Engages multiple new methods of learning and design curriculum based on the same.	Benchmarks nationally and internationally and shares insights on best practices in learning and curriculum development
No focus on individualization /customization to the learning needs of the students.	Initiates feedback mechanisms from learners and makes amendments to the design and delivery.	Actively seeks feedback from learners and various stakeholders (including alumni, industry forums) and links them to design and delivery.	Integrates feedback from multiple sources and coaches/mentors others in enhancing learning experience.
Limited view about the innovation in the learner engagement.	Leverages learner engagement mechanisms/practices within and outside of MUJ – although in a limited manner.	Leverages learner engagement mechanisms/practices within and outside of MUJ – although in a limited manner.	Designs/shares insights on designing learner engagement mechanisms leveraging practices in MUJ and outside of MUJ

**Active Research:** Ability to have in-depth understanding of a domain and conducts research on an ongoing basis to ensure its impact in academic activity.

<b>Beginner</b>	<b>Developing</b>	<b>Practitioner</b>	<b>Champion</b>
Does not take effort to look out of relevant research problems.	Has started investing in a few problems that would yield research outcomes.	Developing feasible ideas into actionable plans with notable research output, professionally organizes information.	Identifies notable and actionable ideas that will help to stay ahead of the domain. Can guide others in the process.
Does not take effort to develop and collaborate in an area of expertise for research.	Initiated network with a few professional colleagues within and outside the organization for research.	Identifies and Establishes/strengthens new networks both nationally and internationally for enhancing research outcomes.	Have established networks both nationally and internationally and can guide others in the process.
Has limited knowledge and skills of use of research tools and techniques	Puts in efforts to learn research tools and techniques.	Has good application knowledge of relevant research tools and techniques. Applies them in research projects.	Has good application knowledge of relevant research tools and techniques. Coach and mentor others.
Does not plan for optimizing research outputs	Have a clear plan of action to enhance research outputs.	Perform outside the comfort zone; Assesses and estimates best ways to reach at an optimized research output.	Leverages the established network and simultaneously manages multiple projects that enables enhanced research outputs.