

FORWARD TO LINE EXECUTIVE BY 04/30/2009
RETURN TO HUMAN RESOURCES BY 05/07/2009

MARIST COLLEGE
ADMINISTRATIVE
PERFORMANCE REVIEW FORM
FOR MANAGEMENT/SUPERVISORY STAFF

NAME: _____

TITLE: _____

OFFICE/DIVISION: _____

SUPERVISOR: _____

TYPE OF APPRAISAL: ___ PROBATIONARY ___ MID-YEAR ___ YEAR END ___

DATES COVERED: _____

CURRENT STATUS: ___ FULL-TIME ___ 12-MONTH ___ 10-MONTH

___ PART-TIME ___ OTHER

SECTION I – JOB DESCRIPTION REVIEW

Supervisor and staff member must review the job description together.

Does the job description properly describe the duties and responsibilities of this position?

___ YES ___ NO

Are there any significant duties or responsibilities which would materially change the Job Description to be ___ Added ___ Deleted ___ Rephrased?

If there are any changes, please update the job description and attach it to the completed Performance Review.

SECTION IIA: PERFORMANCE OUTCOMES/RESULTS

1. Use this section to detail/describe the major outcomes/results the staff members achieved during this review period. Cover any relevant area however the focus should be on those planned outcomes/results achieved in support of College/Unit Missions or which were priorities/projects established to support the strategic plan or the unit operating plan: Attach the completed Performance Planning Worksheet for this review period (if applicable).

Attach Additional Sheets as Required

SECTION IIB: PERFORMANCE CATEGORIES AND CRITERIA

The following performance categories or key result areas reflect a set of responsibilities and outcomes/results expected of all professional staff members. While each staff member is accountable for overall performance in every category, in some instances certain criteria within a category may not be relevant to a particular position and therefore should not be considered. Likewise, additional criteria not listed here may be relevant to a particular department, unit or position and should be added in the space provided.

Use the following rating scales to evaluate performance in each area. Add comments which support or clarify the rating assigned in the space provided. (Attach additional pages as necessary to appropriately document ratings).

Performance Rating Scales

- Exceptional:** Outcomes achieved/performance consistently exceeds expectations/plans in all performance categories/key areas of responsibility, and has had a measurable impact, departmental or college wide in at least one category/ key areas of responsibility (specific, detailed documentation to support an overall rating of Exceptional must be included).
- Very Effective:** Outcomes achieved/performance effectively meets expectations/plans in all performance categories/key areas of responsibility and exceeds expectations/plans in many areas.
- Effective:** Outcomes achieved/performance meets expectations/plans in all or most performance categories/key areas of responsibility and may even exceed expectations/plans in some areas.
- Needs Improvement:** Outcomes achieved/performance meets expectations/plans in a number of performance categories/key areas of responsibility but falls below expectations/plans in some areas.
- Unsatisfactory:** Outcomes achieved/performance does not meet expectations/plans in most performance categories/key areas of responsibility.

FOR SUPERVISORS AND MANAGERS ONLY - CORE PERFORMANCE CATEGORIES/KEY RESULT AREAS AND CRITERIA	RATING
<p>1. LEADERSHIP AND COMMUNITY DEVELOPMENT</p> <ul style="list-style-type: none"> • Builds commitment to mission and priorities of the unit and College. • Encourages teamwork; builds and maintains cooperative working relationships across departmental lines; actively supports development of campus community, • Supports responsible risk taking, creative problem solving and innovative thinking. • Maintains confidentiality and fosters a work environment characterized by trust, mutual respect, integrity and ethical behavior. • Identifies conflicts and helps parties to resolve them. • Demonstrates a commitment to hiring, developing and maintaining a diverse workforce and to the Colleges Affirmative Action Program. • Promotes a supportive, harassment-free environment for all employees. • Communicates clearly and effectively; receives and provides constructive feedback; fosters open communication. 	<p>(Overall Rating for Category)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exceptional <input type="checkbox"/> Very Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

Additional criteria and/or comments:

<p>2. FOCUS ON RESULTS</p> <ul style="list-style-type: none"> • Develops plans and establishes long-and short-range goals in support of College and unit missions, the strategic plan and unit operational plans. • Effectively directs staff towards meeting planned goals. • Appropriately organizes resources and workflow to meet deadlines. • Assigns work to maximize individual and group strengths. • Involves staff actively in planning, decision making and problem solving. • Delegates action/decision authority to most appropriate level. • Maximizes efficiency and effectiveness through the best use of resources and staff. • Establishes and monitors realistic budget plans. • Achieves targeted/planned results (unit <u>and</u> individual). 	<p>(Overall Rating for Category)</p> <p><input type="checkbox"/> Exceptional</p> <p><input type="checkbox"/> Very Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Unsatisfactory</p>
<p>Additional criteria and/or comments:</p>	
<p>3. LEARNING AND DEVELOPMENT</p> <ul style="list-style-type: none"> • Reflects on and continually learns from experiences • Demonstrates flexibility and adapts well to change. • Demonstrates initiative and accepts new challenges. • Participates in learning and development activities. 	<p>(Overall Rating for Category)</p> <p><input type="checkbox"/> Exceptional</p> <p><input type="checkbox"/> Very Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Unsatisfactory</p>
<p>Additional criteria and/or comments:</p>	
<p>FOR SUPERVISORS AND MANAGERS ONLY - CORE PERFORMANCE CATEGORIES/KEY RESULT AREAS AND CRITERIA</p>	
<p>RATING</p>	
<p>4. COMMITMENT TO QUALITY</p> <ul style="list-style-type: none"> • Sets and monitors appropriate unit standards for the delivery of quality service in terms of accuracy, timelines, reliability and consistency. • Monitors and reacts appropriately to issues relating to “Customer” Satisfaction/ “Customer” Relations for internal as well as external customers. • Encourages and supports unit/staff efforts to improve the quality of programs, services, methods, procedures, systems etc in support of improved service quality delivery. 	<p>(Overall Rating for Category)</p> <p><input type="checkbox"/> Exceptional</p> <p><input type="checkbox"/> Very Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Unsatisfactory</p>
<p>Additional criteria and/or comments:</p>	

<p>5. PERFORMANCE MANAGEMENT AND STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Establishes and clearly communicates realistic performance expectations to staff, which support the College’s mission and strategic plan and the unit mission and operational plans. • Encourages staff to seek and utilize feedback from multiple sources. • Uses coaching and regular feedback effectively to improve performance, foster staff development; create change. • Documents agreed upon goals, objectives, achievements, problems and concerns. • Follows a policy of progressive discipline. • Conducts effective and timely performance evaluations. • Identifies performance improvement needs and supports employee learning and professional development. • Recognizes employee’s contributions and successful performance. 	<p>(Overall Rating for Category)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exceptional <input type="checkbox"/> Very Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
<p>Additional criteria and/or comments:</p>	

SECTION III: OVERALL PERFORMANCE REVIEW

Use the scale below to provide an overall evaluation of the employee's performance during this review period. Please summarize the performance and make additional comments in the space below. **NOTE:** Specific explanation **must** be provided for any rating of *Exceptional* or *Very Effective* and specific recommendations for improved performance **must** be made for any rating of *Needs Improvement* or *Unsatisfactory*.

- Overall Rating: Exceptional
 Very Effective
 Effective
 Needs Improvement
 Unsatisfactory

Comments:

Attach Additional Sheets as Required

SECTION IV: PROFESSIONAL DEVELOPMENT AND/OR PERFORMANCE IMPROVEMENT PLAN

Describe the coaching, training or development activities that would help improve performance in any performance category, promote learning and job growth, and/or enhance career development.

Attach Additional Sheets as Required

SECTION V: EMPLOYEE COMMENTS

The employee may make any comments here regarding the above review and goals and/or work priorities for the next performance review period. (Attach additional pages as desired to fully comment)

SECTION VI: COMMENTS OF LINE EXECUTIVE

The Line Executive may comment here if knowledgeable regarding the performance of the staff member being reviewed.

SECTION VII: SIGNATURES

Signatures:

I have read and discussed this review with my supervisor and I understand its contents. My signature does not necessarily imply that I agree with the review or its contents.

Employee's Signature

Date

Immediate Supervisor's Signature

Date

Line Executive

Date

The Performance Plan for this staff member will be completed by _____; is attached_____.

Supervisor's Signature

Date



