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**2mhclgo1**

**Performance Management Program**

***Performance Evaluation Form***

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| Employee Name: |  |

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| Title: |  |

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| Department: |  |

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| Date of Hire: |  |

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| Date In Current Position: |  |

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| Supervisor Name: |  |

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| Today’s Date: |  |

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**Definitions**

# Exceptional: Contributions and excellent work are widely recognized. Performance consistently exceeds all defined expectations, producing important and implementable results through superior planning, execution and creativity.

# Highly Effective: Most performance objectives exceed expectation. Projects and objectives are completed in a manner that expands the scope and impact of assignments and increases the impact on the business. The employee is viewed as having made a notable contribution to the department.

# Effective: Performance is competent and effective along established expectations; initiative, resourcefulness and good judgment are consistently exercised. Employees make a solid, reliable and meaningful contribution to the department.

# Improvement Required: Performance falls below expectations on one or two job requirements and responsibilities. A Performance Improvement Plan should be initiated.

# Unsatisfactory: Performance falls below expectations on several critical job requirements and responsibilities. Without significant improvement separation is indicated. A Performance Improvement Plan must be in place.

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**behaviors/Competencies *(Refer to Reference Guide for detail on competencies)***

# Cooperation and Collaboration

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| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Willingly cooperates and works collaboratively toward solutions which generally benefit all involved parties; works cooperatively with others to accomplish College objectives. Understands the agendas and perspectives of others, recognizing and effectively balancing the interests and needs of one’s own group with those of the College. Creates an atmosphere of valuing and accepting others. |

## Effectiveness/Efficiency

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| --- | --- |
| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Seeks the best method of approach when necessary to achieve a goal; adjusts style to needs of a situation. Responds to change with a positive attitude and a willingness to learn new ways to accomplish work and objectives. Ability to prioritize workload by focusing on the most critical elements of the job. |

## Initiative

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| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Evaluates, selects and acts on various methods and strategies for solving problems and meeting objectives before being asked or required to do so; self-directed rather than passively complying with instructions or assignments. Generates novel and valuable ideas and uses these ideas to develop new or improved processes, methods, systems or services. |

# Flexibility/Adaptability

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| --- | --- |
| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Changes behavioral style or method of approach when necessary to achieve a goal; adjusts style to needs of a situation. Responds to change with a positive attitude and a willingness to learn new ways to accomplish work and objectives. |

## Judgment/Decision Making

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| --- | --- |
| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Demonstrates the ability to make decisions authoritatively and wisely, renders judgments, takes actions or makes commitments after adequately contemplating various available courses of action and the needs of others. |

## Open Communication

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| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Consciously uses the sense of hearing, attending to and fully comprehending what others say. Acts in a way that indicates understanding and accurate interpretation of others’ concerns, motives, feelings, strengths and limitations. Shares information appropriately and timely. |

## Planning and Organizing

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| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Establishes a systematic course of action for self or others (where appropriate) to assure accomplishment of a specific objective. Determines priorities and allocates time and resources effectively. |

## Professional/Technical/Procedural Expertise

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| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Acquires and uses technical/professional/procedural knowledge, skills and judgment to accomplish a result to serve one’s constituents effectively. Keeps up-to-date on the professional/technical or procedural aspects of the job. |

## Project Management

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| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Establishes a course of action with appropriate milestones to accomplish project objective(s). Facilitates team in determining priorities and allocating time and resources effectively. Able to develop cooperation and teamwork while leading a group of people, working toward solutions which generally benefit all involved parties. (where appropriate) |

**Prudent Use of Resources**

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| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Demonstrates an awareness of methods and opportunities for cost containment and takes action to reduce or contain costs. Considers cost effectiveness when making decisions about work procedures and acquisition of tools/resources. |

## Safety, Security & Environmental Awareness

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| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Performs job in a manner that minimizes hazards to oneself, team members and students. Maintains a physical work environment that contributes to the well being of others. |

## Service Orientation

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| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Focuses one’s efforts on discovering and meeting the needs of students, parents, alumnae, community members, etc., in a manner that provides satisfaction within the resources that can be made available. |

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| Comments: |

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**EMPLOYEES WITH Supervisory RESPONSIBILITIES (complete if applicable)**

## Coaching

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| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Works to improve the immediate performance of others and facilitates their skill development by providing clear, behaviorally specific performance feedback, making or eliciting specific suggestions for improvement, in a manner that builds confidence and maintains self-esteem. Provides training and developmental opportunities. |

## Leadership/Stewardship

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| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Develops and uses effective strategies and interpersonal styles to involve, influence and guide others toward the accomplishment of identified objectives and goals. |

# Performance Management

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| Exceptional  Highly Effective  Effective  Improvement Required  Unsatisfactory | Participates in all aspects of the performance management system in a proactive and constructive manner, including conducting performance planning, coaching and evaluations. |

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| Comments: |

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| Describe strengths demonstrated during the performance period: |

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| List identified learning needs skills or abilities to develop to improve/enhance performance: |

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| Describe any barriers to effective work and/or job satisfaction: |

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### RESULTS/GOALS & OBJECTIVES/WORK PLAN

Determine expected outcomes in the form of quantitative measures or qualitative statements. List three to five major areas of responsibilities and/or projects (see page 5 of the Community Reference Guide). Use another sheet if necessary.

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| Job responsibility/project: |
| Planned activity: |
| Expected outcome: |
| Comments: |

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| Job responsibility/project: |
| Planned activity: |
| Expected outcome: |
| Comments: |

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| Job responsibility/project: |
| Planned activity: |
| Expected outcome: |
| Comments: |

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### DEVELOPMENT PLAN

Think about the knowledge and skills necessary to meet job or department requirements and to further develop in this position (see page 8 of the *Community Reference Guide*). Identify below learning goals/objectives for the year ahead and the specific, planned activity to achieve each goal:

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| Learning goal/objective: |
| Planned activity: |
| Expected outcome: |
| Comments: |

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| Learning goal/objective: |
| Planned activity: |
| Expected outcome: |
| Comments: |

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| --- | --- |
| Employee Signature \* | Date |

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| --- |
| Comments: |

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| --- | --- |
| Supervisor Signature | Date |

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| Comments: |

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| --- | --- |
| Department Head | Date |

\* Employee’s signature indicates that the employee has reviewed the completed evaluation form, but does not necessarily imply agreement with the entire evaluation. Employees are encouraged to attach written comments to this review.