GUAM COMMUNITY COLLEGE

WORK PLANNING AND PERFORMANCE EVALUATION

ACADEMIC ADMINISTRATORS

NAME OF EMPLOYEE	
POSITION TITLE	
DEPARTMENT	
DIVISION	
EVALUATION PERIOD	

NAME OF DIRECT SUPERVISOR	
POSITION TITLE	
DEPARTMENT	
DIVISION	

INTRODUCTION

Whilst this form provides a structured framework for documenting and assessing work performance its success as a management / professional / supervisory tool is to facilitate an open and honest discussion on performance. Whilst ongoing performance feedback, particularly against the key performance indicators (KPI's) outlined in Section A should be occurring on a regular basis (throughout the review period) the benefits of positive and constructive feedback are well documented, and with this in mind, it is important to ensure that the agreed ratings are an accurate reflection of the employees' performance over the review period. Inaccurate assessments are counter-productive (for both the company and the employee) as both the link to training and development and compensation becomes distorted and the implications far reaching, not only internally but externally in terms of the company's ability to consistently meet the expectations of customers.

Rating Scale

5	**Significantly Exceeds Expectations / Outstanding**
	Performance significantly exceeds expectations in all essential areas of responsibility. An outstanding result qualified by an exceptional or unique contribution in support of the section, department or division or the successful completion of a major goal or project. This rating is achievable by any employee although given infrequently. Note : a rating of 5 requires qualification.
4	**Exceeds Expectations / Above Satisfactory**
	Above standard performance with results exceeding expectations in all essential areas of responsibility.
3	**Meets Expectations / Satisfactory**
	Performance consistently meets expectations in all essential areas of responsibility.
2	**Inconsistently Meets Expectations / Marginal**
	Performance inconsistently meets expectations in one or more essential areas of responsibility. A less than satisfactory result requiring improvement(s) to come up to standard.
1	**Fails To Meet Expectations / Unsatisfactory**
	Performance consistently below expectations. Significant improvement is needed in one or more essential areas. Results may also reflect / demonstrate counter-productive behaviors that have negative outcomes or consequences. A plan to correct performance, including timelines, must be developed and monitored to improve and measure progress. Note : a rating of 1 requires qualification.

SECTION A	KEY PERFORMANCE INDICATORS (KPI's)

Overview

Research has shown that the functions managers / supervisors undertake can be grouped into four key generic roles : Operations, Finance, People and Information. Within each role a small number of agreed KPI's should be identified as a basis for assessing and improving performance on an annual basis. Please note that the identification of KPI's may be difficult with some positions resulting in broader job statements or job standards being documented. This however should not detract from the primary goal of quantifying the work required wherever possible. Please note that the review period may be quarterly, six-monthly or annually.

Performance Allocation

Performance against the key roles (see below) accounts for 70% of the total performance score. Please mark a cross in the appropriate box below (i.e. against either A,B,C or D) to indicate the framework of the KPI's to be used.

A	

1.0	Managing Operations	30% of total performance score
2.0	Managing Finance	15% of total performance score
3.0	Managing People	15% of total performance score
4.0	Managing Information	10% of total performance score

B	

1.0	Managing Operations	40% of total performance score
2.0	Managing Finance	20% of total performance score
3.0	Managing Information	10% of total performance score

C	

1.0	Managing Operations	40% of total performance score
2.0	Managing People	20% of total performance score
3.0	Managing Information	10% of total performance score

D	

1.0	Managing Operations	50% of total performance score
2.0	Managing Information	20% of total performance score

1.0	Managing Operations	Applies to : A, B, C & D

1.1		Heading (if required)

1.1.1		Quarterly Rating						

1.1.2		Quarterly Rating

1.1.3		Quarterly Rating

1.1.4		Quarterly Rating

1.1.5		Quarterly Rating

1.0	Managing Operations (Continued)	Applies to : A, B, C & D

1.2		Heading (if required)

1.2.1	Quarterly Rating					

1.2.2	Quarterly Rating					

1.2.3	Quarterly Rating					

1.2.4	Quarterly Rating					

1.2.5	Quarterly Rating					

1.0	Managing Operations (Continued)	Applies to : A, B, C & D

1.3		Heading (if required)

1.3.1		Quarterly Rating					

1.3.2		Quarterly Rating					

1.3.3		Quarterly Rating					

1.3.4		Quarterly Rating					

1.3.5		Quarterly Rating					

1.0	Managing Operations (Continued)	Applies to : A, B, C & D

1.4		Heading (if required)

1.4.1		Quarterly Rating						

1.4.2		Quarterly Rating						

1.4.3		Quarterly Rating						

1.4.4		Quarterly Rating						

1.4.5		Quarterly Rating						

1.0	Managing Operations (Continued)	Applies to : A, B, C & D

1.5		Heading (if required)

1.5.1	Quarterly Rating					

1.5.2	Quarterly Rating					

1.5.3	Quarterly Rating					

1.5.4	Quarterly Rating					

1.5.5	Quarterly Rating					

2.0	Managing Finance	Applies to : A & B

2.1 Quarterly Rating

2.2 Quarterly Rating

2.3 Quarterly Rating

2.4 Quarterly Rating

2.5 Quarterly Rating

3.0	Managing People	Applies to : A & C

3.1	Quarterly Rating					

3.2	Quarterly Rating					

3.3	Quarterly Rating					

3.4	Quarterly Rating					

3.5	Quarterly Rating					

4.0	Managing Information	Applies to : A, B, C & D

4.1	Quarterly Rating					

4.2	Quarterly Rating					

4.3	Quarterly Rating					

4.4	Quarterly Rating					

4.5	Quarterly Rating					

SECTION B	PERFORMANCE COMPETENCIES

Overview

The performance competencies listed below work together to achieve results and can be observed through the key behaviors outlined. Some of them are about independent action, others are about working closely with colleagues, some call for analytical and logical thinking, whilst others are about planning and communicating effectively. Effective managers / supervisors and leaders use their judgment to apply the right competency at the right time although they tend not to be strong in every competency but display a variety of different profiles with regards strengths, styles and preferences.

Performance Allocation / Rating

Performance against the key personal competencies (see below) accounts for 30% of the total performance score. Please use the rating scale provided to rate the employee and mark the rating in the box provided.

1.   **Personal Competencies**

1.0	Job Knowledge / Application	2% of total performance score
2.0	Reliability / Dependability	2% of total performance score
3.0	Planning / Organizational Skills	2% of total performance score
4.0	Communication	2% of total performance score
5.0	Initiative / Motivation	2% of total performance score
6.0	Problem Solving / Decision Making / Judgment	2% of total performance score
7.0	Teamwork / Interpersonal Skills	2% of total performance score
8.0	Personal Awareness / Effectiveness	2% of total performance score
9.0	Productivity / Results Orientation	2% of total performance score
10.0	Compliance (safe work practices / H&S)	2% of total performance score

2.   **Management Competencies**

11.0	Leadership	2% of total performance score
12.0	Team Building / Conflict Resolution	2% of total performance score
13.0	Process Improvement	2% of total performance score
14.0	Change Management	2% of total performance score
15.0	Stakeholder Management	2% of total performance score

Quarterly Rating	1st	2nd	3rd	4th		Av.

1.0	**Job Knowledge / Application**						

Employee demonstrates an understanding of knowledge specific to a technical, professional or administrative field of work through the application of related procedures, principles, theories or concepts. This includes the ability to update job knowledge and effectively utilize available resources and technology where required.

Behavior Indicators (Rating 3 - Meets Expectations) - use the space provided in Section C to qualify a rating of 1 or 5

- demonstrates a sound understanding of the practices, ideas or concepts associated with the field of work by applying those appropriately depending on the work assignment or issue.
- works within available SOP's, guidelines or approaches, but knows when these are not appropriate to the work assignment at hand and when alternatives must be considered; knows how to adjust or adapt methods and procedures depending on the result required.
- seeks out and effectively utilizes resources that are available (e.g. tools, technology, information, financial and intellectual) when completing work assignments in an effort to increase job efficiency and effectiveness.
- works to remain current in the field of work; acquires technical knowledge by participating in meetings, training programs, reading relevant publications and articles and/or maintaining a network of professional/technical contacts to keep up to date with the latest trends/ideas; demonstrates an awareness of new practices, approaches, technology or theories by utilizing this knowledge in related work activities.
- enhances overall knowledge base; seeks out new learning opportunities by participating in work assignments or special projects that will require the individual to expand their knowledge base outside of their immediate area of responsibility; incorporates new learning into work plans and activities going forward.
- looks for opportunities to share knowledge by assisting others with work related problems.

Quarterly Rating	1st	2nd	3rd	4th		Av.

2.0	**Reliability / Dependability**						

Demonstrates a high level of dependability in all aspects of the job. This includes being conscientious, responsible and reliable with respect to work completion schedules and deadlines, as well as attendance; demonstrates ability to adjust to changing job requirements and/or volume of work; uses resources including time effectively and efficiently; learns and uses technology and equipment to improve productivity.

Behavior Indicators (Rating 3 - Meets Expectations) - use the space provided in Section C to qualify a rating of 1 or 5

- shows commitment / dedication and accountability in one's work and follows through on all work details, projects, goals and aspects of one's work.
- completes all assigned tasks on time and with minimal supervision.
- arrives at work on time every day.
- fulfills all commitments made to peers, co-workers, and supervisor(s).
- works to achieve agreement (by offering alternatives, etc.) on time frames or objectives that can be realistically met.
- excellent attendance record, always regular and prompt.

Quarterly Rating	1st	2nd	3rd	4th		Av.

3.0	**Planning / Organizational Skills**						

The ability to organize and plan own work to maximize use of time, avoid unnecessary effort, meet deadlines, or other productivity requirements. Includes the ability to handle multiple priorities or work assignments, and to determine when it is necessary to involve others in order to meet work requirements.

Behavior Indicators (Rating 3 - Meets Expectations) - use the space provided in Section C to qualify a rating of 1 or 5

- organizes and schedules work to meet KPI's / job factors, priorities and critical work deadlines; estimates time requirements accurately; monitors progress at established points and, when necessary, adjusts work pace to ensure deadlines continue to be met; effectively utilizes time management
- takes the time necessary to analyze issues and options, but is always mindful of expectations for timely service and reasonable turnaround/productivity.
- prepares for meetings with others in advance by familiarizing or re-orienting themselves with the subject matter and gathering relevant information needed for the meeting.
- knows where and how to concentrate own work efforts to avoid wasted/unproductive time; utilizes financial resources in a responsible and prudent manner.
- can handle multiple assignments or demands on time by effectively prioritizing what needs to be done according to importance and impact on the organization; seeks guidance from others (e.g. manager) when competing timelines are impossible to meet; adjusts own work schedules to accommodate new or changing requirements within established deadlines.

Quarterly Rating	1st	2nd	3rd	4th		Av.

4.0	**Communication**						

Openly exchanges information in a timely manner; knows who to keep informed including direct reports, peers, supervisors and customers; listens and understands; uses confidential information with discretion; writes and/or speaks in a clear, concise manner; involves determining the most appropriate format and vehicle for delivering information (e.g. oral, e-mail etc) to maximize audience understanding of both the message and its intent.

Behavior Indicators (Rating 3 - Meets Expectations) - use the space provided in Section C to qualify a rating of 1 or 5

- communicates relevant information/ideas/data in a clear, accurate and concise manner; demonstrates an appreciation for others time by "getting to the point" quickly without communicating unnecessary facts or ideas.
- selects the most effective type, (e.g. oral, written) and medium (e.g. presentation, e-mail) for communicating the message by considering the message content and the audience it is intended for; communicates in person, whenever possible, particularly when communicating important information.
- communicates according to the listener's/readers perspective; varies explanation and communication style based on the background of the audience (e.g. familiarity with topic, diversity) using appropriate language and specific terminology or references.
- probes audience to ensure the message has been received as intended; listens carefully to questions to understand what is being asked; provides appropriate clarification and follow-up to ensure audience understanding.
- translates difficult ideas or concepts into concrete, tangible terms; provides examples or draws comparisons where appropriate, and seeks more effective/creative ways of communicating to achieve impact and to ensure the right message gets across.
- openly shares information, opinions and ideas with others; understands when information may be unpopular or sensitive and presents this to others in a way that conveys an appreciation for their position or the situation.
- keeps others informed (e.g. peers, manager, customers) on critical issues that may impact their work both now and into the future.

		Quarterly Rating	1st	2nd	3rd	4th	Av.

5.0	**Initiative / Motivation**

Does more than is required in the job; demonstrates personal responsibility, motivation and commitment when performing duties; does things that no one has requested that will improve or enhance products and services. Plans ahead for upcoming problems or opportunities and takes appropriate action.

Behavior Indicators (Rating 3 - Meets Expectations) - use the space provided in Section C to qualify a rating of 1 or 5

- demonstrates a sincere positive attitude towards getting things done; motivated and results driven.
- digs beneath the obvious to get at the facts, even when not asked to do so, energetic self-starter;
- creates opportunities or minimizes potential problems by anticipating and preparing for these in advance.
- seeks out and/or accepts additional responsibilities in the context of the job.
- demonstrates foresight; dependable and takes responsibility for actions; inspires and motivates others.
- demonstrates very good understanding and insight; ability to originate or develop constructive ideas.
- takes the necessary steps to get things done / focuses on finding solutions.
- generates enthusiasm and energy by maintaining a positive attitude.
- expresses confidence in the success of plans or initiatives (this includes showing commitment to a course of action).
- takes personal responsibility for making things happen.
- frequently asks for additional work assignments to improve self or organization.
- is persistent in pursuing goals despite obstacles and setbacks.

		Quarterly Rating	1st	2nd	3rd	4th	Av.

6.0	**Problem Solving / Decision Making / Judgment**

The ability to investigate, identify and analyze key issues and the associated alternative, benefits and costs to develop practical solutions. The requirement to be creative and innovative when developing effective solutions and the ability to manage related risks. The identification of appropriate participants and the process required to facilitate a decision within established timeframes.

Behavior Indicators (Rating 3 - Meets Expectations) - use the space provided in Section C to qualify a rating of 1 or 5

- knows what decisions they can make in their job and makes them; knows what decisions or problems need to be escalated to others for resolution.
- employs the most effective process for making a decision or solving a problem; knows when / who to get involved and finds the appropriate balance between the need for being thorough with the requirement to make a timely decision.
- works to identify and address potential problems before they arise; knows the most likely place for problems to occur and monitors these areas taking action when needed to head off any mounting concerns.
- clearly defines the issue or problem before trying to resolve it; defines the desired end result and clearly lays out a course of action to achieve it; uses proven practices or precedents to guide decisions.
- follows up to ensure that the solution worked or had a positive affect; takes preventative steps to ensure the problem does not reoccur.
- demonstrates creativity when developing solutions to issues or problems; considers long term impacts of actions and decisions; takes intelligent/informed risks when outcomes cannot be guaranteed and minimizes these risks by developing "what if" scenarios and related contingency plans.
- avoids knee-jerk decisions; gathers and analyzes the right information to support a decision; does not work on assumptions; displays sound investigative skills, asks the right questions to draw out needed information.
- works to develop a number of alternatives and assesses the merits of each against the desired end result; identifies how the solution may impact other areas of the company to ensure new problems are not created as a result.

		Quarterly Rating	1st	2nd	3rd	4th		Av.

7.0	**Teamwork / Interpersonal Skills**						

The ability to work cooperatively with others in the accomplishment of joint tasks and common objectives. Involves understanding team dynamics, fostering collaboration, providing a tangible contribution and listening and responding to the input of others in a manner that creates an environment of mutual trust and respect.

Behavior Indicators (Rating 3 - Meets Expectations) - use the space provided in Section C to qualify a rating of 1 or 5

- builds positive working relationships with others; avoids "win-lose" confrontations and focuses on preserving and strengthening the ongoing relationship.
- shows respect for others' views and opinions by listening to and discussing these opinions even when they differ from their own; does not attempt to intimidate or "steamroll" otherwise.
- solicits input from others in an effort to learn something new; understands and appreciates the varying perspectives that individuals from diverse backgrounds can bring; considers this input in their actions and decisions.
- understands own strengths and weaknesses and participates in group activities accordingly.
- provides assistance or support to others and shares information freely without being asked to do so; varies their role according to the needs of the group.
- solicits help from others when needed; voices weaknesses and admits to own mistakes and avoids taking personal offense when these are pointed out.
- puts the good of the group/team above own goals or interests; focuses on group/team objectives, processes and methods.
- demonstrates an understanding and sensitivity to others feelings; recognizes when the need for tact is more important than the need to "tell it like it is", and vice versa.
- works through differences of opinion with others in an objective and constructive manner in order to achieve a reasonable compromise; maintains composure when dealing with difficult people.
- provides support and encouragement to colleagues; compliments others on their strengths and abilities; promotes these attributes to others both within and outside the work group/team.

		Quarterly Rating	1st	2nd	3rd	4th		Av.

8.0	**Personal Awareness / Effectiveness**						

The ability to recognize and understand own moods, sensitivities, biases and convictions and the affects these have on the employee's approach to others, individuals and situations. Considers the employee's readiness to identify own shortcomings and works to enhance their overall personal effectiveness.

Behavior Indicators (Rating 3 - Meets Expectations) - use the space provided in Section C to qualify a rating of 1 or 5

- is continually aware of own moods and emotions and keeps them in check to ensure they do not interfere with decision making ability or relationships with others.
- understands how others perceive them and the job they do and works to break down barriers or preconceived notions that interfere with effective interaction.
- understands personal shortcomings and relays this awareness to others.
- asks and acts on input from others (e.g. colleagues, subordinates, management) on areas requiring personal development.
- displays confidence in own ability and at the same time is not afraid to say they don't know.
- displays a willingness to continually learn and expand knowledge base through personal/professional development activities.
- is naturally curious and asks questions whenever possible to enhance understanding of subject matter.

9.0	Productivity / Results Orientation					

The capacity to achieve job success by demonstrating initiative and a focus towards predetermined objectives and by utilizing financial resources prudently. The ability to balance and prioritize efforts within the context of multiple and changing responsibilities while maintaining focus on commitments and priorities. Follows tasks through to completion, and takes ownership of the final outcomes.

Behavior Indicators (Rating 3 - Meets Expectations)

- sets realistic goals and clear measures of success for themselves in line with job, department and company commitments; identifies and successfully manages barriers and perseveres through challenge, adjusting priorities as required; efforts usually leads to commitments being met.
- demonstrates a keen sense of priority, knowing what must be done now and what can wait until later; deals effectively with multiple demands on time and/or changing priorities; maintains composure without losing sight of desired outcomes.
- actively seeks out and acts on feedback from others on own performance; understands own strengths and weaknesses; is not afraid to seek assistance from others when needed to augment own knowledge or ability.
- when commitments cannot be met, identifies the implications and works to minimize their negative effect on others by developing contingency plans or alternatives and alerting those impacted.
- considers the "return on investment" prior to commencing with a new initiative or project; assesses the degree of input (cost, time, effort) required against the relative output expected to be realized; utilizes resources (financial and people) in a cost and time effective manner.
- takes accountability for results, good or bad; learns from mistakes; rebounds quickly after a failure, rarely making the same mistake twice; projects a positive attitude, looks for solutions rather than problems.
- follows through on commitments and related work processes ensuring all documentation has been completed.
- is aware of what is going on around them and takes the initiative to search out information that could impact their own commitments.

Quarterly Rating   1st   2nd   3rd   4th   Av.

10.0	Compliance (safe working practices / health & safety)					

Maintains a safe working environment that contributes to the well-being of self and others.

Behavior Indicators (Rating 3 - Meets Expectations) - use the space provided in Section C to qualify a rating of 1 or 5

- consistently applies safe working practices in all areas of work performed according to occupational health and safety legislation/regulations and codes of practice.
- identifies hazardous situations and rectifies where appropriate, or reports to the relevant personnel according to company policy and procedures.
- reads, accurately interprets and consistently applies manufacturers' instructions for storage and use of hazardous goods.
- knows company policies and procedures with regards emergency situations, evacuation or accident/illness.
- knows who to contact in the event of an emergency and responds to safety issues with an appropriate level of urgency.
- regularly communicates safety and environment awareness as a priority.
- takes action to prevent or resolve safety hazards in own work area.
- considers impact on safety/environment as practices and procedures are developed and work is delegated.

Quarterly Rating	1st	2nd	3rd	4th	Av.
11.0 **Leadership**					

The ability to effectively lead and manage people to achieve maximum utilization, efficiency and productivity. Setting performance objectives (KPI's), providing coaching and feedback, leading by example, identifying and following through on training and career development needs.

Behavior Indicators (Rating 3 - Meets Expectations) - use the space provided in Section C to qualify a rating of 1 or 5

- together with employees sets clear KPI's / performance expectations; is readily available to provide input and guidance to employees when needed; removes barriers that are impeding progress.
- revisits performance expectations throughout the review period to assess progress, re-direct efforts if necessary and/or re-states as circumstances change; provides constructive feedback; recognizes successes and identifies performance requiring improvement; never critiques an employee on a personal level.
- demonstrates a clear understanding of the company's policies and procedures and manages staff in line with these.
- allows employees to demonstrate newly developed competencies by delegating appropriate work assignments; lets employees make own mistakes in non-threatening circumstances and steps in to provide assistance when necessary.
- pinpoints the competencies that will be required by the unit over the short and longer-term; identifies employee learning needs and career aspirations in response to these requirements and develops appropriate learning plans; where ever possible, matches career plans with the needs of the unit to provide development opportunities to staff.
- seeks to understand the motivations, attitudes and positions of each employee in order to manage and recognize performance in a meaningful manner.
- leads by example; is a good role model for others to follow in the development of their management capabilities.

Quarterly Rating	1st	2nd	3rd	4th	Av.
12.0 **Team Building / Conflict Resolution**					

The ability to get people to work together for a common purpose. This includes building consensus through effective facilitation and mediation, resolving conflicts and identifying mutually satisfactory compromises.

Behavior Indicators (Rating 3 - Meets Expectations) - use the space provided in Section C to qualify a rating of 1 or 5

- facilitates individuals/groups to establish appropriate goals and encourages movement towards identified outcomes or results; guides discussions, articulating and getting agreement on progress and next steps.
- establishes and communicates methods and processes designed to promote effective meetings and group efforts.
- keeps the group informed of relevant information that impacts upon group activities.
- demonstrates personal respect for others and conveys an understanding of others' needs, feelings and perspectives.
- ensures each member of the team is given equal opportunity to provide his or her input and opinion.
- addresses tensions between others by bringing them into the open in order to resolve conflict before it escalates and impedes the achievement of group objectives.
- encourages buy-in and acceptance by looking for points in common, building on mutual understanding, finds ways to break deadlocks.
- challenges others to "think outside the box" by questioning current practices and traditions to continually look for better ways to do things.
- recognizes when compromise is necessary, and is effective in getting others to be flexible in their views in order to accomplish this.
- praises others on their strengths and contributions to the team; promotes these accomplishments to others both within and outside the group/team; builds team morale by celebrating group successes and promoting a positive image of the team to others.

		Quarterly Rating	1st	2nd	3rd	4th		Av.
13.0	**Process Improvement**							

The ability to effectively plan, manage, and continually improve upon current processes, utilizing technological resources to the fullest extent possible to achieve maximum utilization, efficiency and productivity.

Behavior Indicators (Rating 3 - Meets Expectations) - use the space provided in Section C to qualify a rating of 1 or 5

- establishes effective structures, systems and work processes to achieve high levels of efficiency and effectiveness; knows how division/department/group processes/systems interrelate with one another and coordinates efforts with other managers / superviors and/or leaders to avoid duplication or conflict.
- collectively works to establish performance standards and regularly measures performance against them in on ongoing effort to continually improve results.
- continually assesses division/department/unit's capabilities against the demands placed on it; seeks opportunities to contract, expand or shift the way in which services are provided in order to increase service levels and reduce costs.
- regularly solicits and promotes employee participation and involvement in division/department/group plans, activities and decisions; draws out innovative suggestions that fall outside of previous/current practices; encourages employees to continually challenge the status quo; creates an environment where all input is valued.
- investigates and exploits technology and best practices both within and outside the company in order to improve performance / productivity and to reduce costs.
- understand the implications that changes within and outside of the company have on own work area (division/department/unit) and acts to ensure the company's products and/or services align with these changes.

		Quarterly Rating	1st	2nd	3rd	4th		Av.
14.0	**Change Management**							

The ability to create an environment that is open to and prepared for change, including identifying and overcoming resistance to change.

Behavior Indicators (Rating 3 - Meets Expectations) - use the space provided in Section C to qualify a rating of 1 or 5

- builds acceptance and commitment to change by involving those impacted by the change early in the process.
- communicates the need and rationale for change and the consequences of doing nothing.
- assesses the impact that the change will have on people, processes and systems and develops and adapts these areas to support the change.
- manages the ambiguity associated with change initiatives by continually identifying and addressing evolving implications.
- helps others cope with the stress and uncertainty of change through appropriate coaching or use of change management techniques.
- manages resistance to change by understanding the underlying motivations and, where possible, removing barriers to acceptance.
- manages risks associated with change through appropriate contingency planning which builds on lessons learned through previous change experiences.

15.0	Stakeholder Management						

Within the network or relationships a manager establishes there will also be internal stakeholders. Stakeholders can be defined as people that have a core or non-core interest in what is being managed. This may include an operational plan or the organisation's overall strategic interest. Core or primary stakeholders are those who are directly involved in the process of delivering the outcomes being sought or will be positively or negatively affected by the outcomes being sought. Non-core or secondary stakeholders are those who are indirectly involved in the process of achieving the outcomes or may be indirectly affected by the outcomes being sought.

Behavior Indicators (Rating 3 - Meets Expectations) - use the space provided in Section C to qualify a rating of 1 or 5

- acknowledges and actively monitors the concerns of all legitimate stakeholders, and takes their interests appropriately into account in decision-making and operations.
- listens to and openly communicates with stakeholders about their respective concerns and contributions and about the risks that they assume because of their involvement with the company.
- adopts processes and modes of behavior that are sensitive to the concerns and capabilities of each stakeholder.
- recognizes the interdependence of efforts and rewards amongst stakeholders and attempts to achieve a fair distribution of the benefits and burdens of the company's activities amongst them, taking into account their respective risks and vulnerabilities.
- works cooperatively with other entities, both public and private, to insure that risks and harms arising from the company's activities are minimized and, where they cannot be avoided, appropriately compensated.
- acknowledges potential conflicts between (a) their own role as stakeholders, and (b) their legal and moral responsibilities re: the interests of all stakeholders and addresses such conflicts through open communication, appropriate reporting and incentive systems and, where necessary, third party review.

SECTION C	PERFORMANCE COMMENTS

Note : In Sections A & B all performance ratings of 1 or 5 must be individually substantiated with comments. This section can also be used for general comments concerning the employee's performance.

Section

SECTION D	DEVELOPMENTAL RECOMMENDATIONS

Use this section to record training and development goals over the next review period

SECTION E	PERSONAL DEVELOPMENT

Overview

Personal development focuses on initiatives taken by the employee or with the College's support that demonstrates a positive and proactive approach to personal growth and development. The intent here is to both recognize and reward employees for relevant achievements in excess of the minimum educational requirements of the position e.g. this may be in the form of a higher educational qualification(s), professional qualification(s), certification(s), license(s) etc.

Performance Allocation

Having achieved higher educational qualification(s), professional qualification(s), certification(s), license(s) etc (in excess of the minimum educational requirements of the position) the financial benefits (see table example below) will take the form of additional sub-steps being awarded in excess of those received from this appraisal process.

Please note that where the College's compensation model is being adjusted to a higher market percentile(s) the additional sub-steps awarded in this section will be applied with each adjustment and will continue until such time the College has reached its targeted position in the market.

Number of additional sub-steps awarded	EXAMPLE
2	The achievement of : Higher Educational Qualifications / Professional Qualification(s) / Certification(s) / License(s) etc that take in excess of two (2) years to obtain
1	The achievement of : Higher Educational Qualifications / Professional Qualification(s) / Certification(s) / License(s) etc that take one (1) to two (2) years to obtain

Rating

Human Resources will initially assess (and score in the space provided) the proposed number of sub-steps awarded for higher educational qualification(s), professional qualification(s), certification(s), license(s) etc achieved in excess of the minimum required of the position. Endorsement of this score (or otherwise) will be made by the President (subject to discretionary and budget constraints) in reviewing the results of this form.

Personal Achievements

Please indicate in the table below all relevant educational qualification(s), professional qualification(s), certification(s), license(s) etc achieved in excess of the minimum required of the position. Please note that these will be subject to verification if no record of their achievement is included in the employee's personal file held with Human Resources.

	Personal Achievements	**Authorizing Institution**	**Pass Grade (where provided)**
1.0			
2.0			
3.0			
4.0			
5.0			
6.0			
7.0			
8.0			
9.0			
10.0			

Proposed Increase (number of sub-steps)

(HR to Complete)

SECTION F	CONFIRMATION / SIGNATURES

Conclusion of Evaluation

To the Employee : I have reviewed this performance evaluation on the date indicated below and have had the opportunity to discuss it with my supervisor. My signature does not necessarily mean that I agree with the rating.

Employee :   *Name :* _____ *Signature :* _____ *Date :* _____

Immediate Sup :   *Name :* _____ *Signature :* _____ *Date :* _____

Division Head :   *Name :* _____ *Signature :* _____ *Date :* _____
(where applicable)

Department Head : *Name :* _____ *Signature :* _____ *Date :* _____
(where applicable)

Administration (Human Resources / President's Office)

HR Comp & Benefits : *Name :* _____ *Signature :* _____ *Date :* _____
(increment & achievements calculated - sheet attached)

HR Administrator :   *Name :* _____ *Signature :* _____ *Date :* _____

President :   *Name :* _____ *Signature :* _____ *Date :* _____
(authorization)

President's Comments :

HR Comp & Benefits : *Name :* _____ *Signature :* _____ *Date :* _____
(payroll amended)