

Administrative Staff Employee Appraisal and Annual Development Planning Guide

Performance Rating Guidance

The rating scale below is intended to assist supervisors in completing performance evaluations by generally describing and differentiating between levels of performance. Please remember that providing a rating by itself is not sufficient; it needs to be supported by describing specific behaviors and results during the appraisal discussion and in the final document. Although each goal or project in a given employee's job will have its own measure of success, the following rating descriptors are meant to help place those results on a consistent scale used by the Community College of Philadelphia.

SUCCESS FACTORS

| Standards or Expectations | 4 – Excellent Standards/Expectations | 3 – Satisfactory Standards/ Expectations | 2 – Learning Period OR Needs Improvement (Meeting Expectations but capable of improvements) | 1 - Unsatisfactory; Does not meet minimal standards; Immediate improvements required |
|---------------------------|---|--|---|--|
| 1. Job Knowledge | <ul style="list-style-type: none"> ➤ The employee demonstrates high competence (knowledge, skills, ability and experience) in all work areas. ➤ The employee's major projects - even difficult ones or ones he/she has initiated - have achieved better results than expected in terms of timeliness, cost, quality, creativity, quantity and service measures. | <ul style="list-style-type: none"> ➤ The employee is doing a complete and successful job. Performance is what is expected of a fully qualified and experienced person in the assigned position. ➤ The employee regularly achieves the results and outcomes expected for this grade level. ➤ The employee has experienced all of the job responsibilities of the position and has demonstrated competence in each. | <p>The employee may be new in the position and/or learning new skills, for example:</p> <ul style="list-style-type: none"> ➤ The employee has not been fully exposed to all duties/responsibilities of the position. <p>The employee performs below expectations in several key areas, for example:</p> <ul style="list-style-type: none"> ➤ The employee performs inconsistently leading to unreliability. ➤ The employee requires continuous direction and/or work must be regularly reviewed. | <ul style="list-style-type: none"> ➤ The employee performs below job standards; corrective action is needed; must demonstrate immediate improvement. ➤ The employee has been previously notified that performance is not meeting expectations and offered guidance and/or training. ➤ The employee currently has (or will have) a performance improvement plan and has not shown improvement. |

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| 2. Quality and Commitment | <ul style="list-style-type: none"> ➤ The employee demonstrates a high level of commitment to the department and College mission and produces a high quality work product on a consistent basis. ➤ The employee takes on extra projects and tasks as requested without defaulting on other assigned activities. ➤ The employee is highly resourceful; uses time and other College resources efficiently and effectively and seeks work methods that minimize resource use on a consistent basis. ➤ The employee has built a reputation among management and colleagues as an expert in his/ her job duties and responsibilities. | <ul style="list-style-type: none"> ➤ The employee demonstrates commitment to the department and College mission and produces a quality work product consistently. ➤ The employee’s work is completed in a timely manner without defaulting on other assigned activities. ➤ The employee is viewed by management and colleagues as solidly proficient in his/her job duties and responsibilities. ➤ The employee uses time and other College resources effectively and efficiently. ➤ The employee demonstrates responsibility for meeting deadlines without sacrificing accuracy, quality or service satisfaction. | <p>The employee may be new in the position and/or learning new skills, for example:</p> <ul style="list-style-type: none"> ➤ The employee may not yet have performed all of the job responsibilities of the position. ➤ The employee’s actions do not demonstrate a full and complete understanding of his/her assigned work. ➤ The employee is viewed by management and colleagues as not yet proficient in his/her job area. <p>The employee performs below expectations in several key areas, for example:</p> <ul style="list-style-type: none"> ➤ Quality of work (e.g. consistent errors, incomplete work, lack of attention to detail, etc.) ➤ Lack of commitment to dept./division/ College mission evidenced by work product and work behaviors. ➤ The employee cannot take on extra projects without defaulting on other assigned activities. ➤ The employee’s discussions and actions do not demonstrate an adequate understanding of the work and inter-relationships beyond his/her assigned area. ➤ The employee is viewed by management and colleagues as not yet proficient in his/her job area. | <ul style="list-style-type: none"> ➤ Co-workers frequently have to pick up the employee’s workload; the employee’s work often falls behind. ➤ Significant and immediate improvement is needed to meet the standards and expectations of quality and commitment for this position. ➤ The employee has been previously notified that performance is not meeting expectations and offered guidance and/or training. ➤ The employee currently has (or will have) a performance improvement plan and has not shown improvement. |

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| 3. Customer Service Focus | <ul style="list-style-type: none"> ➤ Goes above and beyond the performance expectation by anticipating customer needs (internal and/or external) and effectively responding to those needs in a timely and consistent manner with an attitude of collegiality and problem-solving. ➤ Provides a role model for other employees in this area. ➤ In collaboration with supervisor, proactively develops tools, checklists and procedures to assist internal and external customers more efficiently. ➤ Consistently places customer service as a top priority; employee has a “customer service mindset”. | <ul style="list-style-type: none"> ➤ Responds to internal and external customer inquiries and requests efficiently, effectively and consistently. ➤ Develops solid, observable and satisfactory relationships with internal and external customers. ➤ Customers readily rely on this employee for accurate information and guidance. ➤ Understands the importance of a customer service focus and demonstrates this competency regularly. ➤ Has established a good reputation for reliability with customers and recognizes the value in providing good customer service. | <p>The employee may be new in the position and/or learning new skills, for example:</p> <ul style="list-style-type: none"> ➤ The employee responds to inquiries and requests but is unable to provide a full-service response. Requires several interactions to fully service the customer. ➤ The employee needs to gather additional information before responding to customers; may require intervention from supervisor. <p>The employee performs below expectations in several key areas, for example:</p> <ul style="list-style-type: none"> ➤ The employee is slow to respond to the requests for information and/or work product evidenced by occasional customer complaints and/or customer avoidance. ➤ The employee requires improvement in relationship building with key constituents and receivers of work product. | <ul style="list-style-type: none"> ➤ Employee does not demonstrate a customer service mindset evidenced by, for example, customer complaints; supervisor consistently involved with problem-resolution. ➤ Employee needs immediate improvement; fails to meet one or more key performance expectations relating to customer service. ➤ The employee has been previously notified that performance is not meeting expectations and has been offered guidance and/or training. ➤ The employee currently has (or will have) a performance improvement plan and has not shown improvement. |
| 4. Teamwork & Cooperation | <ul style="list-style-type: none"> ➤ Employee exemplifies the spirit of teamwork and cooperation; actively seeks and achieves group participation to improve work and solve problems. ➤ Supports group decisions; values opinions and ideas of other team members. ➤ Openly shares ideas and suggestions with colleagues. ➤ Communicates changes or problems to team members; gives/shares credit with others for good ideas or work products. ➤ Treats team members with respect and understanding. | <ul style="list-style-type: none"> ➤ Cultivates cooperative relationships both inside and outside the department. ➤ Values contributions made by others. ➤ Integrates own activities with the larger group. ➤ Is a productive team member, participating in discussions, contributing to the knowledge base of the team and following through on group assignments in a timely manner. | <p>The employee may be new in the position and/or learning new skills, for example:</p> <ul style="list-style-type: none"> ➤ The employee is still adjusting to performance expectations of work group/team. <p>The employee performs below expectations in several key areas, for example:</p> <ul style="list-style-type: none"> ➤ The employee may be non-collaborative in certain situations where cooperation is the performance expectation. ➤ The employee does not integrate own activities with the team on a consistent basis. ➤ The employee sometimes criticizes other team member’s opinions or work product; disagrees and/or expresses frustration with other team members in a non-tactful manner. | <ul style="list-style-type: none"> ➤ Employee demonstrates a serious and noticeable lack of cooperation and teamwork which, for example, may have caused missed deadlines and failed goals and/or objectives. ➤ Employee needs immediate improvement; fails to meet one or more key performance expectations relating to teamwork and cooperation. ➤ The employee has been previously notified that performance is not meeting expectations and has been offered guidance and/or training. ➤ The employee currently has (or will have) a performance improvement plan and has not shown improvement. |

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| 5. Effective Communication | <ul style="list-style-type: none"> ➤ Exceeds performance expectations in all key communication areas. ➤ Expresses ideas and information in writing and verbally in an effective manner that is complete, clear and concise, organized and appropriate for the audience. ➤ Consistently conveys information to supervisors, peers, and customers in a timely manner. ➤ Actively listens to others and encourages participation from team members. ➤ Negotiates for best solutions in problem solving situations. | <ul style="list-style-type: none"> ➤ Communicates openly, honestly, and accurately with team members, supervisors and customers. ➤ Contributes to discussions offering opinions, ideas and information. ➤ Written and verbal communication skills are satisfactory and meet performance expectations. ➤ Viewed by others in the College community as an effective communicator. ➤ Listens to others, and is open to and evaluates suggestions from others. ➤ Handles confidential information appropriately. | <p>The employee may be new in the position and/or learning new skills, for example:</p> <ul style="list-style-type: none"> ➤ The employee is becoming familiar with group norms and expectations as they relate to communication within the department and/or College community. <p>The employee performs below expectations in several key areas, for example:</p> <ul style="list-style-type: none"> ➤ The employee’s listening skills need improvement evidenced by errors in work product that would have been avoided otherwise. ➤ The employee’s verbal interactions with customers, team members and supervisors are often unproductive and/or difficult. ➤ The employee’s communication with others is inconsistent and confusing; improvement needed. ➤ The employee’s written communications often lack effectiveness, clarity and purpose. | <ul style="list-style-type: none"> ➤ The employee performs well below performance expectations for effective communication. ➤ The employee’s lack of effective verbal and/or writing skill has had a significant negative impact on the work of the department, for example, causing missed project deadlines, and/or other problems. ➤ The employee has been previously notified that performance is not meeting expectations and has been offered guidance and/or training. ➤ The employee currently has (or will have) a performance improvement plan and has not shown improvement. |
| 6. Judgment & Decision Making | <ul style="list-style-type: none"> ➤ Demonstrates a high level of acumen in problem-solving and in dealing with people. ➤ Outstanding ability to anticipate and identify problems. ➤ Recognizes when decisions are necessary and considers potential options and impact of decisions. ➤ Evaluates alternative solutions and is open to new and different solutions. ➤ Consults and collaborates with appropriate colleagues, supervisors and/or team members in the decision-making process; gathers additional data if needed. ➤ Consistently applies proper protocols when handling confidential information and/or dealing with confidential issues. | <ul style="list-style-type: none"> ➤ Demonstrates an acceptable level of expertise in solving problems and in dealing with people. ➤ Anticipates and identifies problems. ➤ Accepts responsibility for decisions. ➤ Uses sound judgment in all work areas. ➤ Takes or recommends appropriate actions and determines which problems to handle independently and which to refer. | <p>The employee may be new in the position and/or learning new skills:</p> <ul style="list-style-type: none"> ➤ But demonstrates adequate potential in this area. ➤ The employee hesitates in identifying problems; allows other team members to identify problems/issues. <p>The employee performs below expectations in several key areas, for example:</p> <ul style="list-style-type: none"> ➤ The employee demonstrates difficulty using sound judgment and decision-making in some situations and/or work areas. ➤ The employee hesitates in identifying problems; allows other team members to identify problems/issues. ➤ The employee makes decisions without collaborating with others and/or without adequate information leading to poor individual performance and/or team performance. | <ul style="list-style-type: none"> ➤ The employee performs well below the expected performance standards and must demonstrate immediate improvement. ➤ The employee has been previously notified that performance is not meeting expectations and has been offered guidance and/or training. ➤ The employee currently has (or will have) a performance improvement plan and has not shown improvement. |

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| 7. Initiative & Creativity | <ul style="list-style-type: none"> ➤ Demonstrates a high level of initiative and creativity evidenced by improved processes, procedures and work flows. ➤ Consistently promotes and facilitates creative thinking and initiatives with team members and colleagues. ➤ Embraces new ideas, programs and procedures, enriching or improving what has already been produced and/or developed. ➤ Achieves better than expected results through the use of technology and data for analysis and assessment. | <ul style="list-style-type: none"> ➤ Generates ideas and creative solutions. ➤ Shows enthusiasm and flexibility for new ideas, programs and procedures. ➤ Promotes/facilitates innovation and creativity on the part of others. ➤ Is self-starting, resourceful and creative. ➤ Uses technology and data for analysis and assessment. | <p>The employee may be new in the position and/or learning new skills:</p> <ul style="list-style-type: none"> ➤ But demonstrates adequate potential in this area. <p>The employee performs below expectations in several key areas, for example:</p> <ul style="list-style-type: none"> ➤ The employee is sometimes resistant to new ideas and/or new or different solutions; needs improvement. ➤ The employee is often critical/dissatisfied with other team members' creative ideas and voices this inappropriately. ➤ The employee is often resistant to using technology and data for analysis and assessment. | <ul style="list-style-type: none"> ➤ The employee performs well below the expected performance standards and must demonstrate immediate improvement. ➤ The employee consistently demonstrates a lack of enthusiasm, inflexibility and resistance to innovation and creative thinking. ➤ The employee has been previously notified that performance is not meeting expectations and has been offered guidance and/or training. ➤ The employee currently has (or will have) a performance improvement plan and has not shown improvement. |

MANAGERIAL FACTORS

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| 8. Leadership | <ul style="list-style-type: none"> ➤ The employee is a leadership role model; performance consistently exceeds expectations. ➤ Creates a vision for the College, division, department or work unit. ➤ Effectively manages people and situations building trust among colleagues. ➤ Outstanding ability to communicate a shared purpose to team members, subordinates and colleagues. ➤ Requires little supervision; takes appropriate action to realize goals and objectives. ➤ The employee maintains a high level of confidentiality regarding confidential matters. | <ul style="list-style-type: none"> ➤ The employee fully meets the performance expectations for leadership in current position. ➤ The employee communicates effectively. ➤ The employee does his/her own advance planning, anticipates problems and takes action to realize goals and objectives. ➤ Cooperative team player; motivates others to develop and enhance operations and services. | <p>The employee may be new in the position and/or learning new skills:</p> <ul style="list-style-type: none"> ➤ But demonstrates adequate potential in this area. <p>The employee performs below expectations in several key areas, for example:</p> <ul style="list-style-type: none"> ➤ The employee does not demonstrate the level of leadership competency expected at position grade level. ➤ The employee does not provide appropriate leadership, direction and/or guidance to team members. ➤ The employee does not actively demonstrate a shared purpose or vision for the work unit, department, division or College. ➤ The employee's communication with others is inconsistent and confusing; improvement needed. | <ul style="list-style-type: none"> ➤ The employee performs well below the expected performance standards and must demonstrate immediate improvement. ➤ The employee has been previously notified that performance is not meeting expectations and has been offered guidance and/or training. ➤ The employee currently has (or will have) a performance improvement plan and has not shown improvement. |

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| 9. Performance Management | <ul style="list-style-type: none"> ➤ The employee consistently exceeds expectations in managing the performance of direct reports. ➤ Ensures completion of timely, periodic performance reviews with direct reports, carried out in a fair and unbiased way. ➤ Follows through with feedback, coaching, and in the development of direct reports and overall work unit, department or division. ➤ Delegates tasks wisely and follows up on tasks assigned to others to ensure full and accurate completion in a timely manner. | <ul style="list-style-type: none"> ➤ The employee fully meets expectations in managing the performance of direct reports. ➤ The employee satisfactorily carries out all duties related to direct reports including the timely preparation and completion of performance reviews. ➤ The employee delegates work appropriately. ➤ The employee observes work behaviors of direct reports and offers advice, coaching and feedback as needed. | <p>The employee may be new in the position and/or has not yet performed all of the responsibilities of the position.</p> <ul style="list-style-type: none"> ➤ But demonstrates adequate potential in this area. <p>The employee performs below expectations in several key areas, for example:</p> <ul style="list-style-type: none"> ➤ The employee does not complete periodic performance reviews in a timely manner; periodic performance reviews are late and/or incomplete and poorly written. ➤ The employee does not follow guidelines for performance management consistently; improvement needed. ➤ The employee does not provide consistent and regular feedback to reports, including coaching for improvement, continued performance issues (e.g., training, counseling, discipline) | <ul style="list-style-type: none"> ➤ The employee performs well below the expected performance standards and must demonstrate immediate improvement. ➤ The employee has been previously notified that performance is not meeting expectations and has been offered guidance and/or training. ➤ The employee currently has (or will have) a performance improvement plan and has not shown improvement. |
| 10. Budget Consciousness | <ul style="list-style-type: none"> ➤ The employee exceeds performance expectations for budget consciousness. ➤ The employee demonstrates a high level of fiscal awareness as evidenced by actions and project results. ➤ The employee effectively and consistently raises awareness of fiscal protocols and guidelines to team members, direct reports and others. | <ul style="list-style-type: none"> ➤ The employee fully meets performance expectations for budget consciousness. ➤ The employee maintains awareness of budgets and expenses as appropriate. ➤ The employee controls funds to ensure all expenditures are within approved budgets or available funds. | <p>The employee may be new in the position and/or has not yet performed all of the responsibilities of the position</p> <ul style="list-style-type: none"> ➤ But demonstrates adequate potential in this area. <p>The employee performs below expectations in several key areas, for example:</p> <ul style="list-style-type: none"> ➤ The employee does not consistently follow College guidelines for fiscal management; improvement needed. ➤ The employee does not demonstrate fiscally responsible behaviors; improvement needed. ➤ The employee does not encourage direct reports to be aware of the budget. ➤ The employee does not use the budget as a guideline for approving/ disapproving expenditures. | <ul style="list-style-type: none"> ➤ The employee performs well below the expected performance standards and must demonstrate immediate improvement. ➤ The employee’s lack of budget consciousness has had fiscal repercussions for the department and/or Division. ➤ The employee has been previously notified that performance is not meeting expectations and has been offered guidance and/or training. ➤ The employee currently has (or will have) a performance improvement plan and has not shown improvement. |

OVERALL RATING

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| <p>Overall Rating</p> | <ul style="list-style-type: none"> ➤ The employee is a role model of success. ➤ Overwhelming majority of performance ratings in major categories specific to the employee’s job responsibilities are EXCELLENT. | <ul style="list-style-type: none"> ➤ The employee fully meets the performance expectations for this position. ➤ May have a blend of EXCELLENT and SATISFACTORY ratings. | <p>The employee may be new in the position and/or learning new skills:</p> <ul style="list-style-type: none"> ➤ The employee will have LEARNING PERIOD rating for all or for several key areas during this performance appraisal period. <p>The employee performs below expectations in several key areas, for example:</p> <ul style="list-style-type: none"> ➤ The employee does not demonstrate competency expected at position grade level in all or several key areas during this performance appraisal period. | <ul style="list-style-type: none"> ➤ The employee performs well below the expected performance standards expected at position grade level, and must demonstrate immediate improvement. ➤ The employee will have UNSATISFACTORY rating for all or for several key areas during this performance appraisal period. ➤ The employee has been previously notified that performance is not meeting expectations and has been offered guidance and/or training. ➤ The employee currently has (or will have) a performance improvement plan and has not shown improvement. ➤ Further action is required and may include, for example, disciplinary action, limited or no contract renewal, reduced or no salary increase for the following fiscal year. <p>REQUIRES DISCUSSION WITH HUMAN RESOURCES</p> |

Creating a Development Action Plan for Your Employee

The Development Action Plan provides the employee and the supervisor an opportunity to plan specific development activities for the coming appraisal year and is created in collaboration with the appraisal process. Employee development areas include professional and personal development. Examples of each area are listed below. Development goals should be consistent with the employee's job responsibilities, performance evaluation and the College's Strategic Plan, the division's plan and/or the department's plan.

Professional Development

When creating a professional development plan for your employee, you may want to consider:

1. Functional understanding and inter-dependence of functions across the department, division, and College
2. Discipline knowledge
3. Technology skills
4. Professional skills (including communication, negotiation, and customer service skills.)
5. Legal training (Sexual Harassment, FERPA, etc.)
6. Leadership and team building
7. Professional certifications
8. Professional degrees
9. Strategic planning
10. Understanding CCP mission, vision and values

Personal Development:

When creating a personal development plan for your employee, you may want to consider:

1. Career development
2. Continued adult education
3. Time management
4. Change and change management
5. Dealing with conflict and anger
6. Stress management