

PIKES PEAK STATE COLLEGE

Classified Performance Planning and Evaluation Form

Employee Name	Employee S Number	Department	Position Number
Employee Job Title		Evaluation Period From Date-To Date	
Supervisor Name	Supervisor S Number	Reason for Evaluation : [] Annual [] Other (please specify)	

The performance planning and evaluation system for the Colorado Community College System (CCCS) classified employees is a communication tool for the employee and supervisor. It is designed to promote better understanding between supervisors and employees about job responsibilities and performance expectations. It is also designed to reward excellence in job performance and directly link job performance to pay. The evaluation period begins **April 1 and ends March 31** of each year.

All employees shall be evaluated using the five core competencies listed on page 2: Accountability, Communication Skills, Interpersonal Skills, Customer Service and Job Knowledge. Additional competencies may be added. Supervisors must also list up to 5 job duties **AND** up to 5 individual, department, and/or college goals on which the employee shall be evaluated. The evaluation process is as follows:

Planning Phase: By April 30 of each year supervisors and employees meet to establish a performance plan. The plan must include the evaluation criteria/expectations of performance for the core competencies, job knowledge/duties, and goals (IPO's). The plan should identify the importance of each to the overall evaluation. **For new employees, the Performance Plan must be completed within 30 days of date of hire.**

Upon completion of the performance plan, the supervisor completes the "Supervisor Planning Comments" section on page 5, obtains proper signatures, and provides a copy to the employee. If the employee disagrees with the Performance Plan, he/she shall explain the disagreement in the "Employee Comments" section on page 6. **Notification must be sent to the HR Office upon completion of this phase.**

Progress Review Phase: By October 1, or as often as deemed necessary, the supervisor and employee must meet to discuss the employee's performance and to decide if the performance plan needs revision. The supervisor provides feedback and coaching to the employee. Upon completion of the progress review meeting the supervisor completes the "Progress Review" section on page 6, obtains proper signatures, and provides a copy to the employee. **Notification must be sent to HR upon completion of this phase.**

Year-End Evaluation: No later than April 30 of each year, the supervisor and employee must meet to discuss the overall performance rating for the previous year, ending March 31, and to plan for the upcoming year, beginning April 1. The supervisor and next level supervisor must sign the performance evaluation form prior to reviewing it with the employee. Anticipated ratings of "Needs Improvement" or "Exceeds Expectations" require HR review prior to providing the rating to the employee.

The supervisor completes the "Supervisor Overall Justification for the Rating" section on page 7, obtains proper signatures, and provides a copy to the employee. If any of the individual factor ratings are "Needs Improvement", the supervisor should explain the reason(s) in the comments section for that individual factor. That rating may result in a Corrective Action or Performance Improvement Plan. **If the employee is given an overall "Needs Improvement" rating, a Performance Improvement Plan must be completed.** If the employee disagrees with the overall rating, he/she shall explain the disagreement in the "Employee Comments" section on page 7 and may consider pursuing avenues available to them via the Dispute Resolution Process. The final evaluation form, containing original signatures, must be turned in to Human Resources for tracking and preservation in the employees official personnel file.

Supervisors must evaluate each core competency, job knowledge/duty, and goal using the following rating levels:

Needs Improvement (Level 1): Performance does not consistently and independently meet expectations set forth in the performance plan. Employees performance is clearly unsatisfactory and consistently fails to meet requirements and expectations. Examples may include: work may be of variable quantity and quality or may be consistently short of the mark; interpersonal skills need improvement; a need for further improvement is clearly recognized; goals are not consistently achieved.

Fully Competent (Level 2): This rating level encompasses a wide range of expected performance. It includes employees who are successfully developing in the job; those that exhibit competency in work behaviors, skills, and assignments; and accomplished performers who consistently exhibit the desired competencies effectively and independently. Employees are meeting all the expectations, standards, requirements, and objectives on their performance plan and, on occasion, exceed them. Employees reliably perform the job assigned and may even have a documented impact beyond the regular assignments and performance objectives that supports the mission of the organization. Examples may include: accomplishments and expected results are achieved or exceeded; competent performance in a satisfactory and professional manner; consistently meets expected results for quality and quantity of work; works well with co-workers; demonstrates competent skills to perform the job; a positive attitude; an ability to adapt to change; goals are consistently achieved.

Exceeds Expectations (Level 3): This rating level represents consistently exceptional and documented performance or superior achievement beyond regular assignments. Employees make exceptional contribution(s) that have a significant and positive impact on the performance of the unit or the organization and may advance the mission of the organization. Employees provide a model for excellence and help others to do their jobs better. Peers, immediate supervision, higher-level management and others can readily recognize the high level of performance. Examples may include: a high degree of efficiency; assignments are accomplished thoroughly and quickly; mastery of the skills and knowledge to perform the job; thoroughly researches facts before making decisions; independently follows through with assignments; goals are consistently exceeded.

Core Competencies: Review the five Core Competencies with the employee you supervise. During the planning phase identify the criteria that will be used to evaluate performance in each of the 5 factors. If one competency is more critical to the job assignment please indicate so in the “Supervisor Planning Comments” on page 5. You may make comments in the spaces provided for each competency to further define or to clarify expectations and add additional competency areas, if appropriate.

At year-end evaluation rate each competency by selecting the radio button [] next to one the three rating levels of Needs Improvement, Fully Competent or Exceeds Expectations. Document specific feedback for each rating to encourage or improve demonstrated behavior on the competency area. Comments are required for “Needs Improvement” ratings. Behavior examples for the core competencies can be found at the end of the form.

Factor: Interpersonal Skills: The employee maintains smooth working relations by successfully interacting with others around him/her to contribute to a positive work environment. Develops and maintains effective relationships, gains confidence and trust, considers and responds tactfully to the needs of others, takes personal responsibility for own words and actions, respects the opinions of others, etc.

[] Needs Improvement

[] Fully Competent

[] Exceeds Expectations

Factor: Communication Skills: The employee effectively communicates by actively listening, asking appropriate questions to clarify information, and sharing relevant information with co-workers, supervisor(s), and customers. Interacts with team members and customers, both internal and external, respectfully and professionally and maintains sensitivity to the feelings and efforts of others. Produces organized written documents using proper grammar and spelling which clearly convey the subject and major points. Avoids gossip and negative rumors.

Needs Improvement

Fully Competent

Exceeds Expectations

Factor: Accountability: Employee's work behaviors demonstrate responsible personal and professional conduct, which contribute to the overall goals and missions of the department. This includes, but is not limited to adaptability, conveying a positive and professional image, attendance and punctuality, attention to detail, initiative, and good time management.

Needs Improvement

Fully Competent

Exceeds Expectations

Factor: Customer Service: The employee works effectively with internal/external customers to satisfy service expectations. Takes into account differences in internal and external customers' circumstances and concerns in formulating decisions and effective solutions.

Needs Improvement

Fully Competent

Exceeds Expectations

Factor: Job Knowledge: The employee is skilled in the job-specific knowledge that is necessary to provide the appropriate quantity and quality of work in a timely and efficient manner.

Needs Improvement

Fully Competent

Exceeds Expectations

Job Knowledge/Duties: During the planning phase identify and document up to 5 job duties for which the employee is responsible. Outline the expectations for performance on each job duty. If you wish to indicate more than 5 job duties attach a separate page. If any job duty is more critical to the job assignment please indicate so in the “Supervisor Planning Comments” on page 5.

At year-end evaluation rate each job duty by selecting the radio button next to one of the three rating levels of Needs Improvement, Fully Competent, or Exceeds Expectations. In rating each job duty consider the following: to what extent does the employee demonstrate occupational competence, maintain or update job knowledge, work cooperatively with others, meet schedules and deadlines, meet a level of quality and quantity for the assignment, take responsibility for decisions made, resolve day-to-day problems? Document specific feedback for each rating to encourage or improve demonstrated behavior. Comments are required for “Needs Improvement” ratings.

Major Job Duty #1:		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations

Major Job Duty #2:		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations

Major Job Duty #3:		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations

Major Job Duty #4:		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations

Major Job Duty #5:		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations

Goals/IPOs: During the planning phase identify and document up to 5 individual, department, or college goals (IPO's) for which the employee is responsible or to which he/she must contribute. Outline the expectations for performance on each goal. If you wish to indicate more than 5 goals attach a separate page. If any goal is more critical to the job assignment please indicate so in the "Supervisor Planning Comments" on page 5. If a goal will cross over plan years, identify smaller goals within the overall goal that can be accomplished within each plan year.

At year-end evaluation rate each goal by selecting the radio button next to one of the three rating levels of Needs Improvement, Fully Competent, or Exceeds Expectations. In rating each goal consider the following: to what extent does the employee meet individual, department, and/or college goals? Document specific feedback for each rating to encourage or improve demonstrated behavior. Comments are required for "Needs Improvement" ratings.

Goal #1:		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations

Goal #2:		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations

Goal #3:		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations

Goal #4:		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations

Goal #5:		
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations

Supervisor Planning Comments:

Employee Signature

Date Supervisor Signature

Date

**Performance Plan MUST be completed by April 30 of each year, or within 30 days of hire.
Send HR an e-mail upon completion of this phase with the name of employee and date of planning meeting.**

Supervisor Progress Review Comments (Mandatory): Document overall feedback on performance at midyear and identify alterations in performance plan as a result of changes in business processes or needs.

Employee Signature

Date Supervisor Signature

Date

**Progress Review MUST be documented and completed by September 30 of each year
Send HR an e-mail upon completion of this phase with the name of employee and date of progress review meeting.**

Performance Ratings

The following examples have been provided to assist supervisors in setting the expectations for employees regarding the performance that will be required to attain the three levels of performance rating at the end of the evaluation cycle.

Needs Improvement: This rating must be accompanied by a performance improvement plan

- » Performance is inconsistent and falls short of what is expected
- » Fails to meet standards and job expectations
- » Ineffective in group/team activities
- » Does not adapt to change easily
- » A need for further improvement is clearly recognized, identified, and must occur immediately
- » Employee requires more than normal amount of coaching, guidance and direction
- » Managerial/technical/professional skills are of some detriment to performance
- » Interpersonal skills need improvement; does not work well with others

Fully Competent: Meets Expectations, Good, Satisfactory

- » Meets required standards and expectations and may occasionally exceed expectations
- » Performance fully satisfies the requirements of the job
- » Capable and qualified; delivers competent performance in a satisfactory and professional manner
- » Consistently meets expected results criteria for quality and quantity of work
- » Assignments are accomplished effectively with a normal amount of direction
- » Works well with co-workers and in group settings
- » Demonstrates competent skills required to perform the job
- » Displays a positive attitude toward others
- » Displays an ability to adapt to change
- » Interpersonal skills meet expected norms

Exceeds Expectations: This rating should be given only to the employees whose performance is consistently outstanding when compared with overall job requirements.

- » Contribution and achievement consistently and significantly exceeds the requirement
- » Consistently displays a positive attitude toward others
- » Effectively interfaces with co-workers in their work group as well as other groups
- » Highly developed and effective interpersonal skills
- » Assignments are accomplished in an exceptional manner with minimal direction
- » Contributions are visible, measurable, and acknowledged by supervisors as well as peers/colleagues
- » Demonstrates exceptional skills required to perform the job
- » Displays ability to analyze facts and circumstances
- » Shows excellent problem-solving ability
- » Adapts to change easily
- » Performance goes beyond the reasonable position requirements and exceeds normally expected results
- » Demonstrates a high degree of initiative and depth of knowledge
- » Consistently demonstrates significant and lasting achievements which meaningfully impact the organization
- » Works effectively as a part of a team, contributing to overall group

Core Competency Behavior Examples

Mastery of the core competencies will vary depending upon the background and duties of an employee. For example, a general laborer's performance would not necessarily be measured in the same way as a receptionist's. The following are examples of behaviors a supervisor might use in measuring these competencies.

Accountability

- » Provides consistent, timely, high quality work adhering to established work schedule.
- » Meets assigned deadlines without additional prompting by supervisor or others.
- » Arrives at work and meetings on time and follows established call-in procedures for department and submits leave request timely.
- » Submits time sheets on time and correctly.
- » When on leave, arrangements are made for current work/responsibility to continue.
- » Responds to change with a genuine desire to do what it takes to get the job done, regardless of the need to make adjustments. Accepts the change and is instrumental in seeing that the change is perceived positively by others.
- » Keeps confidential information confidential.
- » Conveys a positive and professional image of the agency to others.
- » Seeks new and/or additional on-the-job training opportunities to obtain mastery over tasks, expand personal knowledge, and add value to the work group.
- » Performs their standard duties throughout the year and takes on several large projects and some smaller ones that have a significant impact on the department.
- » Completes work in advance of deadlines so that the supervisor has plenty of time to review documents and make revisions, rather than receiving documents just before the deadline with little time for adequate proof reading and revisions.
- » Creates a positive work environment and influences the behavior of other employees by their supportive and optimistic approach to daily activities within the work environment.
- » Jumps in and volunteers to assist others without being asked, even in areas where one may not expect them to routinely volunteer. Besides volunteering for the obvious needs, the employee senses other less obvious needs within the organization and provides additional assistance creating improved morale and work production.
- » Demonstrates concern for the larger community served by the organization.

Communication Skills

- » Communicates orally in a well-organized, courteous, and effective manner.
- » Communicates to provide or exchange information while keeping others informed.
- » Maintains sensitivity to the feelings and efforts of others.
- » Listens effectively to others ideas, problems, and suggestions.
- » Demonstrates effective public greeting skills.
- » Demonstrates effective phone skills.
- » Seeks feedback on the effectiveness of written and oral communication.
- » Adapts communication methods to respond to different audiences.
- » Involves others in problem solving.
- » Provides clear instructions orally and in writing.
- » Works in an open manner, shares information with others to get the job done.
- » Maintains confidentiality, and exercises good judgment about what to say and when to say it.
- » Meets routinely with supervisor and key customers to exchange information and clarify expectations.
- » Asks appropriate questions to clarify information/needs.

Interpersonal Skills

- » Well regarded by colleagues, can interact easily with a diverse workforce.
- » Pleasant, friendly, affable, cheerful.
- » Courteous and acknowledges the contributions of others.
- » Respects others' time and priorities.
- » Treats others fairly and without prejudice or bias.
- » Seen by peers as someone whom they can depend on.
- » Demonstrates tact and diplomacy when resolving conflicts, addressing concerns directly with the individual(s) involved.
- » Contributes to a positive work environment through their interactions with others.
- » Behaves in ways designed to keep problems impersonal whenever possible.
- » Builds trust and works with integrity.
- » Treats others with courtesy, tact, and friendliness and actively attempts to be helpful towards others.
- » Accepts criticism, is open to new ideas, and handles conflict constructively and diplomatically.
- » Consistently able to obtain the cooperation of others.
- » Learns from conflict and makes appropriate changes.
- » Makes a special effort to boost employee morale and create a positive work environment.

Customer Service

- » Keeps appointments/call-return commitments, etc.
- » Approachable and responsive to customers and others.
- » Shows appropriate patience and professional attitude with complaining customers and employees.
- » Treats the customer with respect and courtesy.
- » Listens to the customer and provides feedback that will benefit the customer in the future.
- » Understands who the customer is.
- » Strives to satisfy customer needs.
- » Offers appropriate and innovative solutions to customer problems.
- » Responds promptly to requests for information and/or assistance.
- » Meets customer expectations in timely manner/delivers what has been promised.
- » Anticipates future needs/problems of customers and takes action to meet these needs or solve problems.
- » Makes an extra effort to keep customers accurately informed.

Job Knowledge

- » Possesses appropriate expertise to perform job at a professional level.
- » Takes opportunities to increase knowledge of relevant job skills.