

Lane Community College Manager Performance Review

This form is used for annual and biennial evaluations

Purpose

- Demonstrate Lane's commitment to organizational excellence
- Provide an instrument to promote a regularly scheduled, formal performance review for optimal professional development of all employees at Lane
- Strengthen communication
- Ensure goals and performance expectations are commonly understood
- Acknowledge performance achieve
- Create plans for performance adjustment where appropriate

Leadership Dimensions

- | | | |
|-----------------------------|---|-----------------------------------|
| 1. Communication skills | 2. Facilitate/Promote development of others | 3. Collaboration & teamwork |
| 4. College-wide perspective | 5. Resource management | 6. Commitment to Self-improvement |
| 7. Professionalism | 8. Diversity | |

Leadership Dimension Rating Scale

The following 5-point rating scale is used in reviewing performance dimensions.

- 1 = Does not meet expectations
- 2 = Partially meets expectations
- 3 = Meets expectations
- 4 = Exceeds expectations
- 5 = Significantly exceeds expectations

Overall Rating Scale

Lane believes that its managers are competent, high performing individuals. Therefore, only three formal overall performance ratings have been established

1. **Outstanding Performance (OP) (Significant exceeds or exceeds expectations)**
The "Outstanding Performance" rating acknowledges truly exceptional work that models the best in job performance or is warranted because of innovation or creation of new processes, systems or ideas that have a positive impact on the College beyond the position assigned.
2. **Contributory Performance (CP) (Meets or partially meets expectations)**
The "Contributory Performance" rating recognizes performance that contributes to the success of the College by capably fulfilling the responsibilities of the assigned position and meeting the high standards set for Lane
3. **Needs Improvement (NI) (Does not meet expectations)**

Process

Annual Planning Process - Professional Development

Leadership and Management Action Plan Meeting

- a. Manager fills out the Leadership/Management Action Plan identifying up to four measurable objective to enhance their performance as a manager for the upcoming academic year.
- b. Manager's supervisor reviews manager's Action Plan for alignment and impact on the department/division/institution and the manager's professional growth.
- c. Supervisor and manager negotiate an agreed upon plan of action and implementation steps.
- d. Supervisor and manager meet three times during the academic year to review progress on the agreed upon Leadership/Management Action Plan.

Process (Continued)

Biennial Performance Review

To make it more manageable for supervisors to review managers consistently, a two-year rotating cycle is proposed with managers being reviewed once in a two-year period. Selection to the yearly groupings will be made by the supervisor. The only exception to this will be managers who are on a "Needs Improvement" plan. Those managers will be reviewed by their supervisor annually.

- Step 1: Manager generated review (April)
- a. Peer and direct report reviews
 - Manager solicits feedback from up to five peers to serve as reviewers. All direct reports will be invited to complete the reviews. To assure confidentiality, there can be no less than two reviewers from each group (peer and/or direct reports)
 - Supervisor selects five individuals to serve as reviewers using the same confidentiality criteria as the manager.
 - b. Manager completes the Manager's Performance Review Instrument - self-review.
 - Update Leadership/Management Action Plan with performance outcomes and performance rating as part of this self-review.
 - c. Manager submits their self-review to the supervisor and requests a meeting.
- Step 2: Supervisor generated review (July/August)
- a. Data review
 - Manager's self-review
 - Data from peer and direct report reviews
 - b. Complete review instrument from supervisor perspective.
 - c. Meet with manager to discuss review.
 - d. Set meeting to go over Leadership and Management Action Plan (one week from date of performance review).
- Step 3: Leadership and Management Action Plan (September)
- a. Either at or within one week following the performance review meeting, manager presents that person's Leadership/Management Action Plan for the upcoming year.
 - b. Manager and supervisor negotiate the development plan for the upcoming year.
 - c. Manager and supervisor identify dates for three update meetings throughout the year to check progress on completion of this plan to assure resources are available and/or realistic expectations have been set.

Reference Information

Lane Strategic Directions	Lane Leadership Dimensions	Lane Performance Review Rating Categories
<ul style="list-style-type: none"> • Transforming Student Lives • Transforming the Learning Environment • Transforming the Organization 	<ul style="list-style-type: none"> • Communication skills • Facilitate/Promote development of others • Collaboration & Teamwork • College-wide perspective • Resource management • Self-improvement • Professionalism • Diversity 	<ul style="list-style-type: none"> • OP = Outstanding Performance • CP = Contributory Performance • NI = Needs Improvement

Section 1: Summary Page
Annual Performance Review
Academic Year 20__

Manager's Name: _____ Position: _____
 Department: _____ Supervisor: _____
 # of peer reviews submitted _____ # of direct report reviews submitted _____
 "L" Number: _____ Date of review: _____

TYPE OF EVALUATION	<input type="checkbox"/> Annual	<input type="checkbox"/> Action Plan Agreement:	_____
			Due Date
	<input type="checkbox"/> Biennial	<input type="checkbox"/> Action Plan Agreement:	_____
			Due Date

Average Rating per Dimension:

1.	Communications Skills		5.	Resource management	
2.	Facilitate/Promote development of others		6.	Self-improvement	
3.	Collaboration & Teamwork		7.	Professionalism	
4.	College-wide perspective		8.	Diversity	
				Total dimensions rating	

Overall Rating	
<input type="checkbox"/>	Outstanding Performance (OP)
<input type="checkbox"/>	Contributory Performance (CP)
<input type="checkbox"/>	Needs Improvement (NI)

*Your signature does not imply that you are in agreement with any or all of the evaluation remarks, only that you have been given an opportunity to opportunity to participate in the process and have seen this review.

General Comments: (Please feel free to use additional pages for comments if needed)

Supervisor's Signature _____ Date _____

Manager's Signature _____ Date _____

Section 2: General Evaluation Dimensions and Behaviors

Evaluation Dimension	Behaviors	Rating
		1 = Does not meet expectations
		2 = Partially meets expectations
		3 = Meets expectations
		4 = Exceeds expectations
		5 = Significantly exceeds expectations
Communication Skills	1. Provides guidance and/or direction	
An effective community college leader is able to listen to understand and share ideas to be understood.	2. Selects the appropriate method for the purpose of the communication	
	3. Communicates effectively with a wide variety of audiences	
	4. Expresses ideas clearly	
	5. Communicates effectively orally	
	6. Communicates effectively in writing	
	7. Listens to understand	
	8. Communicates in an appropriate timeframe	
	Comments:	Average rating:

Evaluation Dimension	Behaviors	Rating
		1 = Does not meet expectations
		2 = Partially meets expectations
		3 = Meets expectations
		4 = Exceeds expectations
		5 = Significantly exceeds expectations
Facilitate/Promote Development of Others	1. Actively supports development/learning opportunities for staff	
An effective community college leader facilitates & promotes the sharing of knowledge & ideas that assist in the development of others & systematically offers coaching/mentoring to staff to build staff competence	2. Shares knowledge/ideas that can assist others	
	3. Seeks out programs/projects that augment skills and abilities of staff	
	4. Ensures that performance reviews include development goals for all staff	
	Comments:	Average rating:

Evaluation Dimension	Behaviors	Rating
		1 = Does not meet expectations
		2 = Partially meets expectations
		3 = Meets expectations
		4 = Exceeds expectations
		5 = Significantly exceeds expectations
Collaboration & Teamwork	1. Seeks resolution to issues/problems that meet everyone's needs	
An effective community college leader develops and maintains responsive, cooperative, mutually beneficial and ethical internal and external relationships	2. Works effectively in groups to achieve consensus	
	3. Nurtures inclusiveness	
	4. Promotes the success of all staff and students	
	5. Contributes to functional work relationships	
	6. Demonstrates willingness to see others' points of view/need	

Comments:

Average rating:

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Evaluation Dimension	Behaviors	Rating
		1 = Does not meet expectations
		2 = Partially meets expectations
		3 = Meets expectations
		4 = Exceeds expectations
		5 = Significantly exceeds expectations
College-wide Perspective	1. Aligns decision with Lane core themes, vision mission and strategic directions	
An effective community college leader understands & articulates the purpose & direction of the college; to see potential for & build capacity for interrelationships within systems in alignment with the College mission, vision, strategic directions & core themes	2. Aligns actions in terms of college-wide policies/procedures	
	3. Demonstrates interrelationships between departments, community partners and students in decisions and actions	
	4. Takes corrective action on practices and procedures not in alignment with Lane's strategic framework	

Comments:

Average rating:

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Evaluation Dimension	Behaviors	Rating
		1 = Does not meet expectations 2 = Partially meets expectations 3 = Meets expectations 4 = Exceeds expectations 5 = Significantly exceeds expectations
Resource Management	1. Meets program/project deadlines	
An effective community college leader optimizes the use of available resources through effective and efficient planning and implementation to achieve desired outcomes.	2. Achieves desired outcomes	
	3. Effectively utilizes resources and works within allocations	
	4. Takes advantage of opportunities to develop and maximize resources	
	5. Prioritizes effectively	
	6. Develops efficient systems for meeting program and project goals	
	7. Utilizes skills & tools to optimize/enhance workload capacity	

Comments:

Average rating:

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Evaluation Dimension	Behaviors	Rating
		1 = Does not meet expectations 2 = Partially meets expectations 3 = Meets expectations 4 = Exceeds expectations 5 = Significantly exceeds expectations
Commitment to Self-improvement	1. Incorporates information and results into personal development goals/activities	
An effective community college leader is self reflective, innovative and a life long learner.	2. Self identifies strengths & challenges	
	3. Accepts constructive feedback	
	4. Acts on constructive feedback	
	5. Identifies and participates in opportunities for self improvement, renewal and wellness	
	6. Solicits feedback on professional performance and effectiveness	
	7. Initiates creative solutions to problems	

Comments:

Average rating:

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Evaluation Dimension	Behaviors	Rating
		1 = Does not meet expectations 2 = Partially meets expectations 3 = Meets expectations 4 = Exceeds expectations 5 = Significantly exceeds expectations
Professionalism	1. Manages own emotions/behaviors effectively	
An effective community college leader models and promotes mutual trust, honest and respect; acts with high ethical standards and integrity	2. Projects a professional image that contributes to positive impressions of Lane	
	3. Holds self to high ethical standards	
	4. Demonstrates integrity	
	5. Facilitates an environment that is respectful, fair, honest and open	
	6. Demonstrates the courage to take risks, make difficult decisions and be accountable for outcomes	

Comments:

Average rating:

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Evaluation Dimension	Behaviors	Rating
		1 = Does not meet expectations 2 = Partially meets expectations 3 = Meets expectations 4 = Exceeds expectations 5 = Significantly exceeds expectations
Diversity	1. Models behaviors that promote an open, welcoming, inclusive environment, consistent with the Lane Core Themes	
An effective community college leader follows all policies and procedures designed to promote diversity.	2. Proactively promotes diversity among staff, students and our community	
	3. Creates and maintains a respectful working and learning environment	
	4. Creates and maintains an inclusive working and learning environment	
	5. Cultivates an accessible working and learning environment	
	6. Responds appropriately, intervenes as necessary when Lane Core Themes are at risk	

Comments:

Average rating:

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Performance Summary

Strengths:

List your major accomplishments (include Unit Plan accomplishments for this summary)

Growth Areas:

List professional growth areas

Employee Comments/Response (additional pages can be used if desired)

Signatures

*Your signature does not imply that you are in agreement with any or all of the evaluation remarks, only that you have been given an opportunity to participate in the process and have seen this review.

Supervisor Signature

Date

Manager Signature

Date

Leadership/Management Development Action Plan - For Upcoming Year

To be given to manager after review meeting to complete and schedule meeting, one week after the review meeting, with AVP/VP to finalize Action Plan.

Identify up to, but no more than three major objectives that you will undertake this year. Be specific and identify objectives that are measurable

Complete Phase 1 (Alignment Perspective) and Phase 2 (Leadership and Management Development Action Plan) and then meet with your supervisor to reach a negotiated agreement on the plan.

Phase 1: Alignment perspective - Identify specific, measurable goals and demonstrate alignment with...

- A. Your Department/Division goals
- B. Lane Leadership Dimensions
- C. Lane Strategic Directions

Phase 2: Alignment perspective (to assure institutional impact as well as individual growth)

Alignment Perspective

Performance Goals... What do you intend to do next year?	Department Goals... Which department goals does your objective align with?	Leadership Dimensions... What leadership dimension(s) will your objective impact?	Lane Strategic Directions... Which of Lane's Strategic Directions will your objective impact? How?
Goal 1:		<input type="checkbox"/> Communication Skills <input type="checkbox"/> Facilitate/promote development of <input type="checkbox"/> Others <input type="checkbox"/> Collaboration & teamwork <input type="checkbox"/> College-wide perspective <input type="checkbox"/> Resource management <input type="checkbox"/> Self-improvement <input type="checkbox"/> Professionalism <input type="checkbox"/> Diversity	Transforming the... <input type="checkbox"/> Students' Lives <input type="checkbox"/> College Organization <input type="checkbox"/> Learning Environment How?
Goal 2:		<input type="checkbox"/> Communication Skills <input type="checkbox"/> Facilitate/promote development of <input type="checkbox"/> Others <input type="checkbox"/> Collaboration & teamwork <input type="checkbox"/> College-wide perspective <input type="checkbox"/> Resource management <input type="checkbox"/> Self-improvement <input type="checkbox"/> Professionalism <input type="checkbox"/> Diversity	Transforming the... <input type="checkbox"/> Students' Lives <input type="checkbox"/> College Organization <input type="checkbox"/> Learning Environment How?
Goal 3:		<input type="checkbox"/> Communication Skills <input type="checkbox"/> Facilitate/promote development of <input type="checkbox"/> Others <input type="checkbox"/> Collaboration & teamwork <input type="checkbox"/> College-wide perspective <input type="checkbox"/> Resource management <input type="checkbox"/> Self-improvement <input type="checkbox"/> Professionalism <input type="checkbox"/> Diversity	Transforming the... <input type="checkbox"/> Students' Lives <input type="checkbox"/> College Organization <input type="checkbox"/> Learning Environment How?
Goal 4:		<input type="checkbox"/> Communication Skills <input type="checkbox"/> Facilitate/promote development of <input type="checkbox"/> Others <input type="checkbox"/> Collaboration & teamwork <input type="checkbox"/> College-wide perspective <input type="checkbox"/> Resource management <input type="checkbox"/> Self-improvement <input type="checkbox"/> Professionalism <input type="checkbox"/> Diversity	Transforming the... <input type="checkbox"/> Students' Lives <input type="checkbox"/> College Organization <input type="checkbox"/> Learning Environment How?

Phase 2: Lane Leadership and Management Development Action Plan

- A. State your performance goals (from the previous page)
- B. For each goal identify action steps and target dates to begin and check progress
- C. Identify professional development experiences that will provide the knowledge and/or skills to meet your goals
- D. Identify resources you will need to meet your objective - be specific as this is what you will negotiate with your supervisor

Note: In writing your performance goals provide enough detail so that you create the path you are going to take to complete the objective. If you do this up front, you will have operationalized the objective and will be more likely to complete it. Doing this will also give your supervisor the necessary information to make a fully informed decision with you about your development objectives. To help you in being specific, please ask yourself the following questions:

Specific - Have I identified where this will happen, who will be involved and what I'll be doing?

Measurable - Have I identified an action that I can measure?

Leadership Development Action Plan - Planning for upcoming year				End of year report	
Performance Objective... <i>What you intend to do next year and when</i> <i>Use goals that have met the alignment test in Phase 1</i>	Professional development activities that will help manager meet this objective <i>(What knowledge or experienced do you need? What activity will help you get it?)</i>	Resources and/or Support <i>What resources do you need (i.e., registration costs, travel expenses, release time, etc.-be specific</i>	Performance Level <i>Negotiate w/supervisor to define OP and CP related to these goals and actions</i> <i>*Utilize performance level guideline to assist in determining OP and CP behaviors (found on HR Forms - Managers Performance Review)</i>	Performance outcomes <i>Specific progress you made (quantifiable where possible)</i>	Supplemental Feedback OP = outstanding performance CP = contributory performance NI = needs improvement
Goal 1: Action Steps w/completion date:				<input type="checkbox"/> Outstanding performance <input type="checkbox"/> Contributory performance <input type="checkbox"/> Needs improvement	
Goal 2: Action Steps w/completion date:				<input type="checkbox"/> Outstanding performance <input type="checkbox"/> Contributory performance <input type="checkbox"/> Needs improvement	
Goal 3: Action Steps w/completion date:				<input type="checkbox"/> Outstanding performance <input type="checkbox"/> Contributory performance <input type="checkbox"/> Needs improvement	

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Performance Objective... <i>What you intend to do next year and when</i> <i>Use goals that have met the alignment test in Phase 1</i>	Professional development activities that will help manager meet this objective <i>(What knowledge or experienced do you need? What activity will help you get it?)</i>	Resources and/or Support <i>What resources do you need (i.e., registration costs, travel expenses, release time, etc.-be specific</i>	Performance Level <i>Negotiate w/supervisor to define OP and CP related to these goals and actions</i> <i>*Utilize performance level guideline to assist in determining OP and CP behaviors (found on HR Forms - Managers Performance Review)</i>	Performance outcomes <i>Specific progress you made (quantifiable where possible)</i>	Supplemental Feedback OP = outstanding performance CP = contributory performance NI = needs improvement
Goal 4: Action Steps w/completion date:					Outstanding performance Contributory performance Needs improvement