



# Performance Management Form Staff & Faculty

<b>Employee Name:</b>		<b>Appraisal Type</b>  <input type="checkbox"/> 1) Employee Self-Appraisal (optional by manager discretion) <input type="checkbox"/> 2) New Hire Performance Plan <input type="checkbox"/> 3) Completed by manager for major changes to goals, duties, or responsibilities. <input type="checkbox"/> 4) Annual Performance Appraisal
<b>Job Title:</b> Program Director		
<b>Department:</b>		
<b>Manager Name:</b>		
<b>Review Period:</b> 6/1/2017   5/31/2018 <i>From To</i>		<b>Appraisal Type Key</b> 1) Completed by employee at manager's request as part of formal appraisal. 2) Completed by manager for new hire within 45 days of hire [sections 5 & 6]. 3) Completed by manager for major changes to goals, duties, or responsibilities. sections 2 & 3. 4) Completed annually by manager with or without employee self-appraisal.

## General Guidelines

This performance management tool provides measurable performance expectations, redirects unsuccessful performance, recognizes successful performance, and supports employee development; by providing sections for Individual/Core Competencies, Job Responsibilities, Performance Goals, and an Individual Development Plan. If you believe the expectations within your performance plan are unachievable, are not job related, and/or if you receive a final performance rating of 'Unsatisfactory Performer'; you may request a review of this performance appraisal by contacting the Executive Director of Human Resources.

## Rating Scale and Definitions

<b>5 = Exceptional Performer</b>	Employee exceeded all performance expectations. Employee is an exceptional contributor to the success of his/her department and the State of Georgia. He/She demonstrated role model behavior.
<b>4 = Successful Performer Plus</b>	Employee met all and exceeded most (more than 50%) of the established performance expectations.
<b>3 = Successful Performer</b>	Employee met all performance expectations and may have exceeded some (less than 50%). Employee was a solid contributor to the success of his/her department and the State of Georgia.

<b>2 = Successful Performer Minus</b>	Employee met most (more than 50%), but failed to meet some (less than 50%) of performance expectations. Employee needs to further improve in one or more areas of expected job results or behavioral competencies.
<b>1 = Unsatisfactory Performer</b>	Employee does not meet all or most (more than 50%) of the established performance expectations. Employee needs significant improvement in critical areas of expected job results or behavioral competencies.
<b>N/A = Does Not Apply</b>	Does not apply to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.

Section 1: Individual / Core Competencies							
Place an 'x' in one box per competency.							
Core Competencies	Comments	N/A	1	2	3	4	5
<b>Customer Service</b> - Understands that all employees have customers, internal and external, they provide services and information to; honors all of the College's commitments to customers by providing helpful, courteous, accessible, responsive, and knowledgeable service.							
<b>Teamwork and Cooperation</b> - Cooperates with others to accomplish common goals; works with employees within and across his/her department to achieve shared goals; treats others with dignity and respect, maintains a friendly demeanor, and values the contributions of others.							
<b>Results Orientation</b> - Consistently delivers required business results; sets and achieves achievable, yet aggressive goals; consistently complies with quality standards and meets deadlines; maintains focus on College goals.							

<b>Accountability</b> - Accepts full responsibility for self and contribution as a team member; displays honesty and truthfulness; confronts problems quickly; displays a strong commitment to organizational success and inspires others to commit to goals; demonstrates a commitment to delivering on his/her public duty and presenting oneself as a credible representative of the College to maintain the public's trust.							
<b>Judgment and Decision Making</b> - Analyzes problems by evaluating available information and resources; develops effective, viable solutions to problems which can help drive the effectiveness of the department and/or the College.							
<b>Section 2: Job and Individual Responsibilities: Insert as many rows as needed <i>above last row</i></b>							
	<b>Comments</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Job and Individual Responsibilities</b> - Prepares lesson plans for classroom instruction for credited courses. Develops program and course outlines, goals and objectives. Evaluates students' progress in attaining goals and objectives. Ensures safety and security requirements are met in the training area.							
<b>Job and Individual Responsibilities</b> - Organizes and administers the educational program in accordance with the goals and objectives of the program and/or college. Meets with students, staff members and other educators to discuss students' instructional programs and other issues impacting the progress of the students. Displays a high level of effort and commitment to performing work; operates effectively within the organizational structure; demonstrates trustworthiness and responsible behavior.							

*Place an 'x' in one box per competency.*

<b>Job and Individual Responsibilities</b> - Performs other duties as assigned to fulfill the needs and purpose of the college or the division.							
<b>Job and Individual Responsibilities</b> -							
<b>Section 3: Performance Goals &amp; Plans from previous performance year: Insert as many rows as needed <i>above last row</i></b>							
* Refer to Section 7 from previous year.							
<b>Professional Development Plans*</b> - Describe the employee's performance in professional development activity and the overall rating in satisfying participation expectations.							
<b>Professional Development Plans*</b> -							
<b>Professional Development Plans*</b> -							
0							
<b>Section 4: Employee Comments</b>							
<b>Section 5: Manager Comments</b>							
<b>Section 6: Overall Rating</b>							

Performance Level	Frequency (Sec 1)	Subrating	Frequency (Sec 2/3)	Subrating	<div>Final Performance Rating</div> <div><div><div><div></div></div><div>5 = Exceptional Performer</div><div>[5.00]</div></div><div><div><div></div></div><div>4 = Successful Performer Plus</div><div>[4.00 - 4.99]</div></div><div><div><div></div></div><div>3 = Successful Performer</div><div>[3.00 - 3.99]</div></div><div><div><div></div></div><div>2 = Successful Performer Minus</div><div>[2.00 - 2.99]</div></div><div><div><div></div></div><div>1 = Unsatisfactory Performer*</div><div>[0.00 - 1.99]</div></div></div>	#DIV/0!
Exceptional Performer	0	#DIV/0!	0	#DIV/0!		
Successful Performer Plus	0	#DIV/0!	0	#DIV/0!		
Successful Performer	0	#DIV/0!	0	#DIV/0!		
Successful Performer Minus	0	#DIV/0!	0	#DIV/0!		
Unsatisfactory Performer	0	#DIV/0!	0	#DIV/0!		
N/A	0	N/A	0	N/A		
Total Frequency	0	#DIV/0!	0	#DIV/0!		

### \*Notice of Appeal Option

As the employee being reviewed, if you have received a final performance rating of 'Unsatisfactory Performer', you may request a review of this evaluation by contacting GTC's Executive Director of Human Resources, LaShanta' Cox, via [lcov@gwinnetttech.edu](mailto:lcov@gwinnetttech.edu) | 678-226-6697 | Lawrenceville Campus, Building 100, Office 802

Please initial to acknowledge your option to appeal:

*(For those receiving an overall rating of Unsatisfactory Performer only).*

## Section 7: Signatures

I have read the content of this performance review with my supervisor.

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

**Immediate Manager:**

Date: \_\_\_\_\_

**Reviewing Dean/Director/V.P.:**

Date: \_\_\_\_\_

**Reviewing President:**

Date: \_\_\_\_\_

**Human Resources Review:**

Date: \_\_\_\_\_

**Section 8: Individual Performance Goals and Professional Development plans for the upcoming performance year.**  
**Instructions:** Provide measurable, objective goals the employee is to work on for the coming year which support Gwinnett Tech's strategic/college/departamental goals and/or professional development activities. To be evaluated during the next FY performance evaluation period. The information in this section will be used in section 3 for the next FY review period.

	Description	Comments
Item 1		
Item 2		
Item 3		

**Section 9: Added and/or changed *Job and Individual Responsibilities* for the upcoming performance year.**  
**Instructions:** In addition to the pervious set responsibilities, add major changes to duties or responsibilities the employee is to work on for the coming year which support Gwinnett Tech's strategic/college/departamental goals and/or professional development activities. To be evaluated during the next FY performance evaluation period. The information in this section will be added in section 2 for the next FY review period.

	Description	Comments
Job and Individual Responsibilities -		
Job and Individual Responsibilities -		
Job and Individual Responsibilities -		

**Section 10: Signatures**

I have read the initial goals, responsibilities, and plans for the upcoming performance review period.

Employee:	_____	Date: _____
Immediate Manager:	_____	Date: _____
Reviewing Dean/Director/V.P.:	_____	Date: _____

**Reviewing President:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Human Resources Review:**

**Date:** \_\_\_\_\_