CCNY HUMAN RESOURCES
EMPLOYEE PERFORMANCE EVALUATION
(CLASSIFIED STAFF & HEO SERIES)
TRAINING SERIES (2023)
AREAS TO BE COVERED

1. Overview of HEO Series and Classified Staff Evaluations
2. A Quick Note on the Flexible Work Environment
4. Some Challenges to the Performance Evaluation Process
5. Preparing to Administer the Performance Evaluation
6. Overview of the performance evaluation process –
   1. HEO-Series & Classified Staff
   2. Review of the Evaluation Forms
7. Goals and Professional Development
8. Questions
BULLET POINT OVERVIEW OF...

• HEO SERIES EVALUATIONS

• CLASSIFIED STAFF EVALUATIONS
OVERVIEW: HEO SERIES EVALUATIONS

1. Pursuant to Article 18.3(b) of the PSC/CUNY Contract

2. Preferably once each semester but at least annually – Evaluations are due now for the past year or if applicable prior semester

3. Applicable to all HEO Series employees including those w/13.3b status

4. Separate from HEO Series Reappointment process

5. However, the HEO Series performance evaluations informs the HEO Series Reappointment Process

(*Note this year’s HEO reappointment notification deadline dates are March 31, 2023, since April 1, 2023 is on a Saturday and May 1, 2023)
OVERVIEW: CLASSIFIED STAFF EVALUATIONS

1. Pursuant to the various Collective Bargaining Agreements applicable to all Classified Staff titles

2. Employees in their first year of service are evaluated quarterly

3. After one year of service, employees evaluated at least annually - Evaluations are due now for the past year

4. Employees rated less than satisfactory re-evaluated after 3 months

5. Section for Goals and Plans for Professional Development
A Quick Note On
The Flexible Work Environment
THE FLEXIBLE WORK ENVIRONMENT

Types of Flexible Work Arrangements

Flexible Scheduling

- **Flexible Hours** – modifying start and end times of regular daily hours
- **Telecommuting** – working remotely for part of the regular work week. (Hybrid Scheduling)
THE FLEXIBLE WORK ENVIRONMENT

EXPECTATIONS

In either arrangement – flex hours or telecommuting – supervisors/managers and staff must ensure continuity of departmental operations.

It is understood that with flexible scheduling work is being accomplished in different ways. Notwithstanding, employees working in either arrangement are subject to the same performance standards, for their position, as if they were working 9am -5pm, Monday through Friday on-site.

If an employee is working a hybrid (on-site and remote) schedule, then a remote work form should be on file with the supervisor, with a copy to HR.
PERFORMANCE EVALUATION

vs.

PERFORMANCE MANAGEMENT
Performance Planning: Goals and Developmental Activities

Prepare for Performance Evaluation: Appraise Performance

Prepare for Performance Evaluation: Employee Input

Provide Consistent Feedback During Rating Period

Performance Management

Performance Evaluation (Administer; Performance Planning)
THE PERFORMANCE EVALUATION PROCESS IS PART OF PERFORMANCE MANAGEMENT

Administer the Performance Evaluation (Incl. Performance Planning)
PERFORMANCE MANAGEMENT VS. PERFORMANCE EVALUATION

PERFORMANCE MANAGEMENT

A continuous process aimed at optimizing employee performance.

It’s a ‘day to day’ exercise that includes ...

1. Communicating / Clarifying responsibilities
2. Setting expectations
3. Planning / Executing professional development goals
4. Providing a discrete assessment of an employee’s performance over a specific timeframe

PERFORMANCE EVALUATION

A discrete assessment of an employee’s work over a period of time – typically annually.

We use evaluations to discuss/document...

1. Employee contributions / Areas for improvement
2. Goals / Departmental expectations
3. Opportunities for training and professional development

Additionally, may provide the basis for advancement opportunities (or not...)
PERFORMANCE MANAGEMENT VS. PERFORMANCE EVALUATION

Both are essential for an organization’s success and vital responsibilities for supervisors.

Both can be a highly personal and uncomfortable experiences for supervisors and employees, if not done consistently, thoughtfully...
SOME CHALLENGES TO THE PERFORMANCE EVALUATION PROCESS
1. On-going feedback was not provided during rating period

2. Total performance is not evaluated

3. Failure to indicate the employee’s input in the performance evaluation (HEO)

4. Supervisor fails to consult with appropriate college resource (i.e., HR, General Counsel, Dean, VP, etc.)

5. Insufficient feedback/comments provided to support competency rating

6. The supervisor prepares the performance evaluation prior to the HEO evaluation conference and gives it to the employee at the conference.

7. Evaluations are only done for poor performers

8. Employee receives their first evaluation at the end of their probationary period and it is unsatisfactory

9. No goals or professional development activities indicated
PREPARING TO ADMINISTER THE PERFORMANCE EVALUATION

EMPLOYEE INPUT / APPRAISE PERFORMANCE

Performance Management

Prepare for Performance Evaluation:
Appraise Performance

Prepare for Performance Evaluation:
Employee Input
PREPARING TO ADMINISTER THE PERFORMANCE EVALUATION

EMPLOYEE INPUT

1. In preparation for the performance evaluation, collecting the employee’s input about their performance involves them in the process of assessing their work. This enhances ownership and acceptance by the employee.

2. Employee input may be captured through one of the following:
   a) Self-Evaluation
   b) Statements of Accomplishments
PREPARING TO ADMINISTER THE PERFORMANCE EVALUATION

APPRAISE PERFORMANCE

When appraising an employee’s performance over a rating period, you want to include the total overall performance. To help ensure that this occurs the following items should be considered:

1. **Performance Planning Objectives reviewed** at the beginning of the rating period (i.e., Performance Expectations, Goals/Behavioral Expectations, Professional Development)

2. **On-going feedback that was provided**

3. **Employee Input received**
✓ You have done the work!
✓ You have the information!

Now What?

It’s time to Administer the Performance Evaluation!
THE PERFORMANCE EVALUATION PROCESS

Administer the Performance Evaluation (Incl. Performance Planning)

Performance Management
HEO PERFORMANCE EVALUATION PROCESS
THE PERFORMANCE EVALUATION PROCESS (HEO SERIES)

Administering the HEO Performance Evaluation is a Two Step Process*:

1. Evaluation Conference

2. Conference Memorandum (i.e., Performance Evaluation)

* The Two-Step Process is pursuant to the PSC/CUNY Agreement.
THE PERFORMANCE EVALUATION PROCESS (HEO SERIES)

STEP 1) Evaluation Conference

a. Meeting between only the supervisor and employee

b. The supervisor may bring *notes* to inform the discussion but not the completed performance evaluation form

c. Important that supervisor elicit employee feedback

d. Important that total performance for the rating period is discussed
e. Desirable performance noted

f. Areas of improvement identified

g. Goals and Plan for Professional Development established
THE PERFORMANCE EVALUATION PROCESS (HEO SERIES)

STEP 2) Performance Evaluation

a. Prepared after the Evaluation Conference

b. Summarizes the Evaluation Conference discussion inclusive of the employee’s comments/feedback

c. Given to the employee within 10 working days following the Evaluation Conference

d. The employee provided 10 days to review, sign and return to their supervisor.

e. The employee may submit written comments (rebuttal) to be included with the completed performance evaluation any time during the 10 working day period or any time thereafter
THE HEO EVALUATION FORM
THE PERFORMANCE EVALUATION PROCESS (HEO SERIES)

CUNY Evaluation Memorandum - HEO Series

Supervisors’ Instructions

Preferably once each semester but at least once each year, employees in the HEO series are required to have an evaluation conference with the chairperson or supervisor to be designated by the appropriate dean or President. Please note that no parties other than the evaluator and the employee are permitted to attend the conference. At the conference, the employee’s total performance and professional progress shall be reviewed for that year. Following this conference, the evaluator shall prepare a record of the evaluation discussion in memorandum form for inclusion in the employee’s personal file. The evaluation memorandum shall reflect both the employee’s and the supervisor’s input at the conference. A copy of the memorandum shall be given to the employee within ten (10) working days following the conference.

While effective evaluation of job performance is an on-going process, this form is to be used only for evaluations conducted pursuant to Article 18.3(b) of the PSC/CUNY collective bargaining agreement. A performance evaluation is intended to encourage the improvement of individual professional performance and to provide a basis for future personnel decisions.

Step 1: Core Competencies
A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform critical work functions or tasks in a defined work setting.

Identify and comment upon core competencies that relate to the key responsibilities of the employee’s job. (Attach employee’s job description, if available.) You may use some or all of the competencies listed on the form. If the listed competency is not appropriate, either replace it with an appropriate job competency or enter “not applicable.” Comments should reference examples of the employee’s work on specific assignments.

Step 2: Goals and Objectives
Rate and discuss the employee’s performance on his or her prior year’s goals and set goals for the upcoming year.

Step 3: Professional Development Plan
Indicate actions that will be taken by the employee or supervisor to support the goals indicated in Step 2 above or to address any weaknesses identified in Step 1.

Step 4: Overall performance rating
Place an X in the box or circle the rating that indicates your assessment of the employee’s overall performance during the applicable period. The following rating definitions have been established to provide a reliable evaluation process, improve communication, define performance expectations, improve job productivity, and summarize job performance.

Rating Scale/Standards

Level 4/SE Surpasses Expectations
Work performance is consistently superior to the standards of performance. Employee surpasses expectations due to exceptionally high quality of work performed, all essential areas of responsibility, resulting in an overall quality of work that was superior and either 1) completed major goal or project or 2) made an exceptional or unique contribution in support of unit, department, or University objectives.

Level 3/S Satisfactory
Work performance consistently meets the standards of performance. Employee achieves expectations in all essential areas of responsibility, and the quality of workload was commendable.

Level 2/NI Needs Improvement
Work performance does not consistently meet the standards of performance. Serious effort is needed to improve performance. A professional development plan to improve performance, including timelines, should be outlined.

Level 1/U Unsatisfactory
Work performance is inadequate and inferior to the standards of performance. Performance at this level cannot be allowed to continue. Significant improvement is needed in one or more important areas. A professional development plan to correct performance, including timelines, should be outlined.

Applicable to HEO series w/13.3b status

Meeting between only supervisor and employee

Evaluation document issued to employee w/in 10 days of meeting

Description of document and rating standards
THE PERFORMANCE EVALUATION PROCESS (HEO SERIES)

HEO form Page 2 review:

1. Employee and Supervisor Data must be completed

2. An evaluation period must be provided

3. Indicate the dates that the Conference was held and the Evaluation given to employee

4. Section A – Competency categories 1-8 applicable to all HEO titles

5. Section A – However, competencies 9-11 are applicable only to HEA and HEO titles
### THE PERFORMANCE EVALUATION PROCESS (HEO SERIES)

**Competency 7** is applicable to all HEO titles.

Item 8 allows for department-specific competency (Additional competencies may be included).

As previously indicated, competencies 9-11 are only applicable to HEA and HEO titles.

Section B – provides additional opportunity to include employee feedback. However, employee feedback should be indicated throughout the evaluation.

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<table>
<thead>
<tr>
<th>Competency</th>
<th>Comments</th>
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<tbody>
<tr>
<td>7. Effort and Initiative</td>
<td>Exhibits persistence and initiative; puts forth a consistent, effort; assumes full and complete responsibility for accomplishment of his/her function; takes initiative to make improvements; assist in achieving departmental goals; adapts well to change.</td>
</tr>
<tr>
<td>8. Unit or department-specific competencies (Optional)</td>
<td></td>
</tr>
<tr>
<td>9. Inclusiveness—Diversity</td>
<td>Shows respect for people and their differences, promotes fairness and equality, engages the talents, experiences, and capabilities of others, fosters a sense of belonging works to understand the perspectives of others; creates opportunities for access and success.</td>
</tr>
<tr>
<td>10. Strategic Planning and Organizing</td>
<td>Understands strategic directions and aligns priorities with broader goals, measures outcomes; uses feedback to change as needed, seeks broad input and synthesizes information; evaluates alternatives, solutions oriented, able to see connections among complex issues.</td>
</tr>
<tr>
<td>11. Leadership and Staff Development</td>
<td>Demonstrates ability to inspire teamwork and obtain cooperation from subordinates. Establishes high standards of conduct and job performance for subordinates; maintains open communication channels; delegates work, leads by example. Establishes and articulates a vision of what could be, looks to and plans for the future, accepts new challenges, keeps an open mind.</td>
</tr>
<tr>
<td>11-a. Coaching and Empowering</td>
<td>Communicates a positive attitude; serves as a catalyst for action and encourages employees to try new things; takes calculated risks; provides honest feedback; minimizes tension and defensiveness; creates an environment for success; mentors and guides others; fosters leadership in others.</td>
</tr>
<tr>
<td>12. Team Building</td>
<td>Builds group cohesion and pride; encourages cooperation; fosters and practices good communication; recognizes and rewards individuals and team accomplishments and contributions; shares success and rewards; manages conflict.</td>
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**Summary of Employee's Comments during the Conference**
1. **Section C** – provides for prior period’s goals; how they were rated and relevant comments by supervisor and employee

2. **Section D** – provides for new goals

3. **Section E** – supervisor may include additional comments in narrative format
HEO form Page 5 review:

1. **Section F**

   **PROFESSIONAL DEVELOPMENT PLAN**

   Employee growth and development benefits the department and College. Supervisors and employees are expected to engage in discussions that promote opportunities in this area.

2. **Section G** – Do not forget to include an Overall Rating

3. **Section H** – Supervisors must sign the document before it is issued to the employee
THE CLASSIFIED STAFF EVALUATION PROCESS
THE PERFORMANCE EVALUATION PROCESS (CLASSIFIED STAFF)

1. Performance Evaluation is prepared by supervisor (Evaluator)

2. The supervisor’s manager (Reviewer) reviews the Performance Evaluation prior to it being issued to the employee

3. Upon approval by the Reviewer, the Performance Evaluation is issued to the employee.

4. More than one supervisor may attend a meeting to issue an evaluation to employee

5. Employee rebuttal permitted
THE CLASSIFIED STAFF EVALUATION FORM
THE PERFORMANCE EVALUATION PROCESS - CLASSIFIED STAFF

Classified form page 1:

- All information on form is required and should be completed.

- The employee’s status should be indicated as Permanent, Probationary, or Provisional.

- Probationary employees are evaluated quarterly.

- Employees with one year of service are generally evaluated annually.

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<table>
<thead>
<tr>
<th>FIRST NAME:</th>
<th>LAST NAME:</th>
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</thead>
<tbody>
<tr>
<td>CURRENT CIVIL SERVICE TITLE:</td>
<td>LEVEL:</td>
</tr>
<tr>
<td>CURRENT EMPLOYMENT STATUS:</td>
<td></td>
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<tr>
<td>UNDERLYING/PERMANENT TITLE (if other than current):</td>
<td></td>
</tr>
<tr>
<td>DEPARTMENT:</td>
<td>SUPERVISOR:</td>
</tr>
<tr>
<td>DIVISION:</td>
<td>EVALUATION TYPE:</td>
</tr>
</tbody>
</table>

EVALUATION MEETING DATE: [ ] EVALUATION PERIOD: [ ] to [ ]

JOB/POSITION SUMMARY
Summarize the primary purpose and essential duties of the job position, plus its role in accomplishing the goals, objectives and mission of the department, division or University. Click the Classified Civil Service Job Descriptions/Title Specifications to access the PDF documents. The job titles are listed in alphabetical order by job family (a logical grouping of titles by major purpose or function).

INSTRUCTIONS FOR USING THE CRITICAL JOB SUCCESS FACTORS IN THE EVALUATION PROCESS
1. Mark one box under each applicable factor. Write specific examples or clarifying remarks in the comments box to illustrate the employee’s performance or help explain the ratings. Highlight particular accomplishments or strengths, and describe any areas or skills improved or needing improvement.
2. Discuss each factor’s rating and the reasons with the employee.
3. The employee’s civil service job title specification or position description should be reviewed by the employee and supervisor during the evaluation process. A customized position description is created from the civil service job title specification. It should be signed by the employee and supervisor, attached and sent to Human Resources to be included with the employee’s personnel file.
THE PERFORMANCE EVALUATION PROCESS - CLASSIFIED STAFF

Classified form page 2:

1. Competency categories 1-3

2. Comments represent important feedback for the employee and should be provided for each competency category
THE PERFORMANCE EVALUATION PROCESS - CLASSIFIED STAFF

Classified form page 3:

1. Competency categories 4-6

2. Comments represent important feedback for the employee and should be provided for each competency category
1. Competency categories 7-9

2. Competency 9 – Attendance and Punctuality information should be verified with HR
THE PERFORMANCE EVALUATION PROCESS - CLASSIFIED STAFF

1. **Section 10**

**GOALS**
Provides prior period’s goals; how they were rated and relevant comments by supervisor and employee

2. **Section 11** – provide new goals

3. **Section 12**

**PROFESSIONAL DEVELOPMENT PLAN**
Employee growth and development benefits the department and College. Supervisors and employees are expected to engage in discussions that promote opportunities in this area.
1. **Section 13** – Do not forget to indicate an overall rating.

2. An employee who receives a **Does Not Meet Expectations (DNME)**, should be re-evaluated after three months.

3. Signatures must be provided by the Evaluator, Reviewer and Employee.

4. Employee may indicate their comments on the evaluation form or submit them on a separate document.
THE PERFORMANCE EVALUATION PROCESS - CLASSIFIED STAFF

PERFORMANCE RATING DEFINITIONS

DOES NOT MEET EXPECTATIONS (DNME)
The employee's performance did not meet one or more of the attainable standards of the task and consistently fails to perform the duties and responsibilities of the job description. The employee's own lack of effort or of required knowledge, skills and abilities was responsible, but also was not compliant with CUNY attendance and lateness policies. Performance has been consistently at this level despite sufficient and adequate attempts by the supervisor to correct performance. This level of performance cannot be of long duration. A re-evaluation is required after three months.

MEETS EXPECTATIONS (ME)
The employee's work performance satisfies all the standards of the job tasks; the employee is dependable and consistent in performing all assigned duties and responsibilities. The employee is compliant with CUNY attendance and lateness policies.

EXCEEDS EXPECTATIONS (EE)
The employee’s work performance is consistently at a high standard and is better than that required by the job tasks; or has merely attained the standards but the circumstances under which the employee carried out the task were so difficult that superior effort, knowledge, skills or abilities were needed to attain the normal standards.

OUTSTANDING (O)
The employee’s work performance excels well above the standards of the job tasks; or the circumstances under which the employee carried out the tasks were so extraordinarily difficult to make attainment of the normal standards an outstanding achievement.

FORM INSTRUCTIONS
• To save a copy of the form on your computer:
  - Click the “Save Form/File As” button
  - Delete the default file name in the File Name field
  - Type the employee's name and the evaluation period or year in the File Name field
  - Select a drive and a folder on your computer and click the “Save” button next to the File Name field.

Classified form page 7:
Performance rating definitions.
SOME SAMPLE CONTENT FOR THE PERFORMANCE EVALUATION
COMPETENCY CATEGORIES
Employee Profile

Name: Richard

Title: Administrative Assistant (CUNY Office Assistant – COA)

Duties: Responsible for maintaining front desk coverage; answering telephone calls; coordinating the work of College Assistants and work study students

THE PERFORMANCE EVALUATION PROCESS - CLASSIFIED STAFF (SAMPLE CONTENT)

1) JOB KNOWLEDGE: The degree to which the employee understands the job duties and has the ability to accomplish the job functions.

- Consistently exhibits exceptional knowledge and outstanding skills in the most complex aspects of the job.
- Frequently demonstrates better than average knowledge and skills in all aspects of the job.
- Has adequate knowledge and skills to handle job duties.
- Application of knowledge is limited. Required skills are poorly demonstrated.

COMMENTS:

Richard has the basic skills to prepare memos, process payment requisitions, update the payment requisition database and other routine functions. However, he is struggling with coordinating the work of the College Assistants (CA) to ensure they adhere to departmental protocols. This is a critical task for which he was hired to perform. I have advised Richard of this issue but there has not been any appreciable improvement. We agreed that he would register for a two-day course in Basic Supervision offered by CUNY Central. Additionally, I will monitor more closely his interactions with the CAs for opportunities to determine what additional support may be needed.

2) WORK QUALITY: The degree to which the employee produces accurate, acceptable and thorough work.

- Consistently produces work of the highest quality.
- Produces high quality work; makes few errors.
- Produces acceptable work with minimal errors.
- Produces marginal to unacceptable work; makes excessive errors.

COMMENTS:

Richard's work quality is at times satisfactory. His written communications and efforts to resolve issues with the administrative departments we serve has been good. However, Richard's supervisors have had to intervene on matters related to CA scheduling and payroll. As previously indicated we are taking steps to address concerns with coordinating the work related to the CAs.

3) WORK QUANTITY: The employee's level of productivity/output and timeliness of work.

- Consistently completes work ahead of schedule; seeks additional tasks; highest output level.
- Completes most work assigned ahead of schedule; above average output level.
- Completes the majority of work assigned within specified deadlines; acceptable output level.
- Does not complete work assigned within required time limits, generally unsatisfactory output level.

COMMENTS:

The inordinate amount of time Richard has had to spend addressing issues related to the CAs has had ripple effects in other areas, such as Payment Reg. (PR). Specifically, he was late or missed important deadlines for the submission of the department's PRs. He was advised that this was a serious oversight and for a period of time showed some improvement. However, by the end of the year, I had to intervene to avoid further problems for the department. Until further notice his PR duties will be redistributed, as we explore ways to resolve.
### Employee’s Profile

**Name:** Amanda  
**Title:** Program Advisor (HEa)  
**Duties:** Designs and implements recruitment activities and retention initiatives

### THE PERFORMANCE EVALUATION PROCESS - HEO SERIES (SAMPLE CONTENT)

<table>
<thead>
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<tbody>
<tr>
<td>1. Professional/Technical Competence</td>
<td>Amanda understands student support programs and what is required to make them successful. Amanda has had good ideas and writes well. Amanda’s contributions to the dept’s mid-year report were invaluable. During our meeting, we discussed options for Amanda taking a greater role in managing the department’s data needs. Amanda expressed interest in taking an advanced MS Excel course which would benefit the department. We agreed to seek training options.</td>
</tr>
<tr>
<td>2. Problem-Solving/Decision-Making</td>
<td>Amanda thinks critically and works hard to resolve the problems that arise within the program. She missed some important deadlines in the past year that negatively impacted the department and required intervention to resolve resulting issues. At the time, she admitted she struggled with prioritization. During our conference, I reminded her to bring these concerns to me for assistance as soon as they arise.</td>
</tr>
<tr>
<td>3. Communication</td>
<td>Amanda has good communication skills and presents effectively and professionally. Early in the rating period, there were some concerns with Amanda not responding timely to internal and external stakeholders. The matter was addressed with her and I am pleased to state that she improved in this area.</td>
</tr>
<tr>
<td>4. Quality of Work Product</td>
<td>The quality and accuracy of Amanda’s work has been good. As previously indicated, delivering critical projects on time was an issue. During our discussion, Amanda acknowledged that improvement was needed in this area.</td>
</tr>
<tr>
<td>5. Teamwork</td>
<td>Amanda has been commended by colleagues for her efforts at helping them resolve their issues.</td>
</tr>
<tr>
<td>6. Customer Service</td>
<td>It was reported that on a few occasions Amanda was impatient and rude to students. She was counseled about the issue. During our discussion she reiterated that she was misunderstood. I will more closely monitor her interactions to see what, if any, additional support is needed.</td>
</tr>
</tbody>
</table>
SOME GUIDELINES FOR SETTING GOALS AND A FEW EXAMPLES
THE PERFORMANCE EVALUATION PROCESS

Some guidelines for ESTABLISHING Goals with your employee:

1. Goals must clearly define the end results to be accomplished

2. To the extent possible, goals should have a direct and obvious link to organizational success factors or goals

3. Goals should be difficult, but achievable, to motivate performance

4. Be careful about the number of goals assigned – too many different goals at once will impede success

5. Goals should be S.M.A.R.T. [Specific, Measurable, Achievable, Relevant & Time-Bound]
THE PERFORMANCE EVALUATION PROCESS

Examples of Goals –

1. Decrease student attrition by 10% in the school year

2. Increase student participation in program workshops by 10% in the Fall semester and 15% in the Spring semester

3. Present research data on the end of semester reports in Excel format

4. During the rating period, improve the work order completion rate to a minimum of one work order per day

5. Plan end of semester fundraising gala w/entertainment for 200 participants
THE PERFORMANCE EVALUATION PROCESS

Examples of Goals –

1. During the rating period, connect with stakeholders (i.e., students, peers, senior administration, etc.) by listening to their needs and clearly and effectively sharing information;

2. Avoid confrontational interactions with direct reports, supervisors – we will assess in three months

3. Respond timely (within 24 hours) to communications (telephone, email) from internal and external stakeholders. Progress will be reviewed at the end of the semester.
A FEW POINTS ABOUT PROFESSIONAL DEVELOPMENT PLANS
AND EXAMPLES
THE PERFORMANCE EVALUATION PROCESS

Professional Development

1. Hard and soft skills *developmental activities planned for the employee during the rating period*;

2. Requirements and developmental areas to pursue in preparation for advancement (at CCNY, CUNY or elsewhere)

3. Professional Development may occur through experiential activities at work and/or opportunities outside of work (e.g., training classes)
Examples of Professional Development Plans –

1. To assist you with improving in the performance areas identified (more effective supervision of staff & submitting assignments timely), weekly one-on-one meetings w/your supervisor will be scheduled. The meetings will allow your supervisor to monitor your work more closely and provide you with more immediate feedback when issues arise.

2. To help address CUNY Central’s new requirement that the department submit its reports in MS Excel format and to provide you an opportunity to take on more Data management responsibilities, we agreed that you will attend CPS’s intensive MS Excel training in the summer semester. Upon completion of the training you will be responsible for generating reports for the department and preparing them in accordance with CUNY Central’s specifications.
3. Your performance continues to be exceptional. In response to your request to take on more management responsibilities, it was agreed that for 6-months, you will assume responsibility for managing the assignments and the review and signing of timesheets for the department’s college assistants and work-study students. During the 6-month period we will meet one-on-one bi-weekly to assess your progress and provide any needed support.
THE PERFORMANCE EVALUATION PROCESS

To Summarize...

- Goals and Professional Development activities should be aligned with the needs of the department.
- Goals and Professional Development activities should be reasonable and prepared in consultation with the employee to ensure their commitment to achieving them.
TO CONCLUDE...

✓ Evaluations are due now

✓ Stay Positive

✓ Use the evaluation process to discuss accomplishments and to look beyond our challenges to set goals

✓ Seek opportunities to develop employees!

✓ Provide consistent feedback

✓ Be diligent in documenting performance

✓ Consult with Human Resources
***QUESTIONS???***