Portland Community College

# Management Assessment

Supervisor Assessment

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| **Employee Name:** | **ID#:** | **Title:** |
| **Department:** | **Campus:** | |
| **Supervisor:** | **Date of Assessment**: Click or tap to enter a date. | |

## EVALUATION TYPE: Probationary Appointment Assessment – Year 3

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| **NOTICE OF APPOINTMENT STATUS:** Probationary employees must be notified of their appointment status by March 31st. Before extending an employee’s probationary period or if the employee will not be renewed, consult an HR representative. Check one item only:  The employee listed above will receive a continuous appointment beginning July 1, 20Click or tap here to enter text. having met the requirements outlined in the Management/Confidential Handbook. This appointment is subject to approval by the PCC Board of Directors.  Notwithstanding eligibility for advancement to continuous appointment after completing three years on probationary status, the employee listed above will be retained on probationary status for a  fourth year or a  fifth year. |

## INSTRUCTIONS:

* Using the descriptions below, check the boxes that best describe the employee’s demonstrated performance. Provide supporting comments and examples in the space provided or attach additional pages.
* Visit the [PCC Assessment website](https://www.pcc.edu/hr/employment/performance-assessment/) for guidance and recommended tools for assessment preparation.
* The assessment will be uploaded to MyCareer@PCC and a copy will be placed in the employee’s personnel file.

## PERFORMANCE MEASURE DESCRIPTIONS

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| **Needs Improvement** | **Developing** | **Meets Standard** | **Frequently Exceeds Standard** | **Consistently Exceeds Standard** |
| This individual rarely meets the performance expectations for this performance measure. The individual seldom/occasionally performs the expected tasks and demonstrated behaviors. Cannot be relied upon to perform these tasks without direct supervision. | This individual is learning and developing new skills or may be new to the job and is moving in a positive direction toward full performance. Not for corrective action plan situations. | This individual frequently and generally meets the performance expectations for this performance measure. The individual performs the tasks and demonstrates the expected behavior in most situations. | This individual consistently meets the performance expectations for this performance measure. The individual can be depended upon to perform the tasks and demonstrates the expected behavior under all reasonable circumstances. | This individual has exceeded the performance expectations for this performance measure. The individual’s job achievements have added significant value to the goals of their team, department and/or organization. |

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| COMMUNICATION SKILLS: An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission | Needs Improvement | Developing | Meets Standards | Frequently Exceeds Standards | Consistently Exceeds Standards |
| Self: Establishes and maintains effective communications both upward and laterally across the organization as required, as well as within the work team for which he/she is responsible. May include elements such as: providing clear and concise reports on projects, plans and progress; communicates, collaborates and cooperates with other functional areas of the college (e.g., responds to e-mail or voice-mail messages, completes required reports and/or forms or ensures that such paperwork or forms are submitted in a timely manner by his/her staff.) |  |  |  |  |  |
| Department or work unit: Establishes and maintains effective communications within the work team for which he/she is responsible. Creates and maintains open communications regarding resources, priorities and expectations. Listens actively to understand, comprehend, analyze, engage and act. Disseminates and supports policies and organizational strategies, including elements such as: communicating the College’s vision/mission; speaking knowledgeably about the College’s goals and programs; communicating complex information in an understandable way. Solicits and welcomes input or ideas from employees. |  |  |  |  |  |
| District or campus: Establishes and maintains effective communications and relationships with students, vendors or other customers of the work team whether internal or external. Demonstrates effective listening skills and seeks to understand others points of view. |  |  |  |  |  |

Supporting comments and/or examples:

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| INTERPERSONAL RELATIONSHIPS / COLLABORATION An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission. | Needs Improvement | Developing | Meets Standards | Frequently Exceeds Standards | Consistently Exceeds Standards |
| Self: Works well with others; demonstrates willingness to assist and enlist the help of others as needed to work toward common goals. Seeks conflict resolution instead of conflict or conflict avoidance. Demonstrates ability to resolve conflict constructively and is receptive to constructive criticism. Demonstrates cultural competency. Works well in teams, actively participates as a member of assigned committees; facilitates shared problem-solving and decision-making. |  |  |  |  |  |
| Department or work unit: Develops a positive environment that supports innovation, teamwork and successful outcomes. Respects diversity, practices self-reflection/self-awareness; builds trust in employees and customers, builds respect; demonstrates integrity; manages conflict effectively; collaborates across organizational boundaries for the greater good. Focuses on building healthy relationships. Demonstrates courtesy and respect for co-workers, customers and other contacts, as required. |  |  |  |  |  |
| District or campus: Ability to create and sustain employee commitment; creates an environment which breeds success; embraces and employs the diversity of individuals, cultures, values, ideas and communication styles. Works with peers across the district and others to identify economies of scale and cooperates in designing and implementing district-wide work teams; collaborates across unit boundaries for the greater good. |  |  |  |  |  |

Supporting comments and/or examples:

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| EFFECTIVE USE OF RESOURCES: An effective community college leader equitably and ethically sustains people, processes and information as well as physical and financial assets to fulfill the mission, vision and goals of the community college. | Needs Improvement | Developing | Meets Standards | Frequently Exceeds Standards | Consistently Exceeds Standards |
| Self: Achieves goals and objectives established for the department/division/area of responsibility in a professional and timely manner; uses and manages resources (budget, people, technology, etc.) in a cost effective manner and within budget. Employs organizational, time management, planning and delegation skills. |  |  |  |  |  |
| Department or work unit: Ensures accountability; develops and maintains resource assessment, planning, budgeting, acquisition and allocation processes consistent with college master plan and local, state and federal regulations. Has a realistic sense of what can and cannot be accomplished by the department/staff; tracks and monitors department projects for efficiency; manages resources effectively. |  |  |  |  |  |
| District or campus: Ability to align activities around core mission and values; manage budget effectively; manages personnel effectively and individually; manages conflict and change in ways that contribute to the long term viability of the organization. |  |  |  |  |  |

Supporting comments and/or examples:

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| FLEXIBILITY AND ADAPTABILITY Responsiveness to changing conditions and requirements | Needs Improvement | Developing | Meets Standards | Frequently Exceeds Standards | Consistently Exceeds Standards |
| Self: Readily adjusts to new ideas and situations; adapts to changing assignments and performance expectations. Demonstrates flexibility in carrying out job responsibilities and assignments; Demonstrates willingness and ability to learn new things. |  |  |  |  |  |
| Department or work unit: Tolerates ambiguity and uncertainty; continuously assesses department work plans against College goals and realigns or revises correspondingly; sets and monitors performance goals for work unit; focuses on end user ease of service |  |  |  |  |  |
| District or campus: Acts as a change agent; taking reasonable risks, and identifying opportunities to improve operations. |  |  |  |  |  |

Supporting comments and/or examples:

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| INITIATIVE Determining what needs to be done to accomplish job responsibilities and completing tasks; manages available resources; challenges the status quo and creates alternatives | Needs Improvement | Developing | Meets Standards | Frequently Exceeds Standards | Consistently Exceeds Standards |
| Self: Completes work with minimal supervision; begins and completes work requirements without prompting. Demonstrates ability to solve problems; suggests new and reviewed work processes and procedures; seeks out appropriate resources and/or assistance when help is needed; effectively prioritizes multiple roles and responsibilities. |  |  |  |  |  |
| Department or work unit: Creates an environment that breeds success; recognizes good ideas and supports them; encourages creative problem solving, stimulates new perspectives and ways of doing things; encourages a fun and engaging workplace; manages resources effectively. Challenges the status quo by seeking continuous improvement; finds innovative ways to overcome barriers. |  |  |  |  |  |
| District or campus: Focus on end user and ease of service; collaborates across unit boundaries for the greater good; tolerates ambiguity and uncertainty. Identifies new and alternative funding sources to assist in the achievement of organizational objectives. |  |  |  |  |  |

Supporting comments and/or examples:

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| PLANNING & ORGANIZATION An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission, based on knowledge of the organization, its environment, and future trends. | Needs Improvement | Developing | Meets Standards | Frequently Exceeds Standards | Consistently Exceeds Standards |
| Self: Demonstrates ability to organize and complete work effectively and efficiently. Achieves organizational objectives professionally and without adverse consequences to the College; works effectively within the framework and limitations of policy, procedures, rules and regulations. Prepares for opportunities or challenges from external sources; anticipates obstacles and contingencies and allocates resources to meet them. Demonstrates ability to prioritize and use available resources; involves others outside the department in decision making when appropriate. Demonstrates good professional judgment; manages budget effectively; effectively prioritizes multiple roles and responsibilities. |  |  |  |  |  |
| Department or work unit: Aligns department/work unit mission, structures and resources with the college master plan; assembles facts and considers alternatives, balances competing considerations and presents feasible options to policy makers. Anticipates consequences of department actions; demonstrates ability to foresee impact of decisions or actions on others. Directs short – long term plans to ensure effective and efficient operations; assesses needs and prioritizes resources toward achieving department responsibilities. |  |  |  |  |  |
| District or campus: Appropriately understands role in policy making process (sometimes providing information, sometimes leading, sometimes supporting policy makers); correctly identifies stakeholders as partners; balances competing interests; collaborates across unit boundaries for the greater good; understands when to and when not to seek input and involve stakeholders in decision-making process. |  |  |  |  |  |

Supporting comments and/or examples:

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| PROFESSIONALISM An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community. | Needs Improvement | Developing | Meets Standards | Frequently Exceeds Standards | Consistently Exceeds Standards |
| Provides leadership and management oversight to address and accomplish College goals and objectives. Accepts responsibility and is accountable for the work of the department.  Able to modify behavior based on past experiences; open to feedback; able to effectively prioritize multiple roles and responsibilities; ability to introduce change effectively; able to handle change in a positive way; demonstrates ability to resolve conflict constructively and is receptive to constructive criticism. |  |  |  |  |  |

Supporting comments and/or examples:

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| COMMUNITY COLLEGE ADVOCACY An effective community college leader understands, commits to and advocates for the mission, vision and goals of the community college. May include both external activities in support of the mission of the college and consideration of the employee’s involvement and participation in college service through internal committees, task teams, etc. | Needs Improvement | Developing | Meets Standards | Frequently Exceeds Standards | Consistently Exceeds Standards |
| Self: Values and promotes diversity, inclusion, equity and academic excellence. Demonstrates a passion for and commitment to the mission of community colleges and student success. |  |  |  |  |  |
| Department or work unit: Advocates the community college mission to all constituents and empowers them to do the same. Advances life-long learning and supports a learner centered environment. |  |  |  |  |  |
| District or campus: Represents the community college in the local community, in the broader educational community, at various levels of government. Actively participates in college service through district or campus wide committee or task team work. |  |  |  |  |  |

Supporting comments and/or examples:

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| SUPERVISORY SKILLS Appropriately monitors staff performance, such as productivity and quality, including appropriate support for staff development, participation, etc. Operates in a way to build trust and respect; encourages a fun and engaging workplace and creates and sustains employee commitment. | Needs Improvement | Developing | Meets Standards | Frequently Exceeds Standards | Consistently Exceeds Standards |
| Accepts responsibility and is accountable for the work of the department. Provides leadership and management oversight to address and accomplish College goals and objectives.  Makes well-reasoned decisions; demonstrates professional judgment; able to articulate own beliefs and values; able to tolerate ambiguity and uncertainty; models the behavior he/she expects of others.  Plans, organizes, directs and evaluates the performance of assigned staff; completes performance evaluations on time. Manages employees effectively and individually; encourages personal and professional growth of employees; analyzes employee needs for training to successfully perform; addresses employee performance deficiencies in a timely manner; supports staff development for employees within the work group.  Gives employees appropriate authority to do their jobs; effectively delegates work to staff; helps staff accept and embrace change; effectively represents the team to the rest of the organization. |  |  |  |  |  |

Supporting comments and/or examples:

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| JOB SPECIFIC KNOWLEDGE AND SKILLS | Needs Improvement | Developing | Meets Standards | Frequently Exceeds Standards | Consistently Exceeds Standards |
| In addition to the common leadership skills and traits desired in all College managers, each manager’s position requires some knowledge or skills specific to the position held. Please identify the primary knowledge and skill factors here and provide commentary on the incumbent’s performance or competency in demonstrating those knowledge and/or skill factors. |  |  |  |  |  |

Supporting comments and/or examples:

INPUT FROM 360° SOURCES: Summary of the responses from peers, direct reports and others regarding areas of performance strengths and opportunities for improvement

INTERCULTURAL COMPETENCY GOALS: Summary of the progress made on previous year’s goals, and summary of goal and action items for upcoming year

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| OVERALL RATING OF LEADERSHIP | Needs Improvement | Developing | Meets Standards | Frequently Exceeds Standards | Consistently Exceeds Standards |
| Overall demonstration of leadership skills and attributes which may have been individually identified in preceding items. |  |  |  |  |  |

Supporting comments and/or examples:

PERFORMANCE SUMMARY: Overall Areas of Performance Strengths and Opportunities for Improvement