



Management Performance Evaluation

Manager Evaluation Guidelines



Riverside Community College District

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I. Overview

Performance management at Riverside Community College District is a shared process that is optimized when there is continuous communication between employees and their supervisors about work expectations, goals, and performance. While the process is continuous, supervisors and employees share responsibility for completing the necessary steps to track and evaluate progress throughout the performance evaluation cycle. As defined more fully below, the annual process begins with goal setting and culminates with an annual performance evaluation of the management employee.

The goal of the evaluation committee was to develop an evaluation instrument that 1) promotes and supports appropriate leadership and management skills; 2) improves alignment and overall operations of the organization; and 3) assists the administrator in growth and development of professional abilities. The evaluation process provides timely feedback to administrators regarding their work performance and meeting program/area goals and assists administrators with supporting the organization's mission and values.

RCCD's performance management process emphasizes employee engagement and development as a means to maximize work performance and satisfaction, and it includes several steps throughout the year designed to facilitate an ongoing dialogue between supervisors and employees. The criteria included in the Management Evaluation Process measures employee performance in six distinct competency areas. The core competencies are designed to measure a manager's performance of six core values considered essential to the effective performance of a community college leader.

The five-scale rating system allows a supervising manager to assess the performance of the manager being evaluated for each competency.

II. Management Evaluation Cycle

The Management Evaluation Cycle **begins on July 1 and ends no later than June 30**. In most circumstances, departments should use this review period when evaluating managers; however, if the standard review period conflicts with a normal work cycle, a department head may opt to shift the standard review period forward. Departments that opt to shift their review periods should contact Diversity and Human Resources to discuss the time requirements noted below.

Step 1: July: Goal Setting and Planning

By July 30, the supervisor and manager being evaluated complete the Goals and Objectives Setting Form of the management performance evaluation process.

1. Initiate dialog with the administrator or manager to be evaluated.
2. Establish and document goals and objectives.
3. Discuss a draft of the Goals and Objectives Setting Form as well as appropriate plans and resources needed to achieve the goals (action plan, training, and budget).
4. Finalize the Goals and Objectives Setting Form.

The Goals and Objectives Setting Form will be forwarded to Diversity Human Resources with the complete Management Evaluation documents at the end of the evaluation period.



Step 2: July – April: Assessing & Re-assessing

1. Establish regular communications with manager/supervisor you will be evaluating, through 1:1 meetings and/or staff meetings.
2. Revisit goals and objectives periodically to establish progress, lack of progress, or shift in responsibilities or college/district needs.
3. Address any performance issues early through informal discussions, corrective action, or interim performance reviews.
4. Document, Document, Document! Your documentation throughout the year will serve as the basis for summarizing performance on the evaluation review.

Step 3: April – June: Data Collection & Performance Feedback

1. Ask manager(s) you are evaluating to complete a Self-Evaluation Form. The Self-Evaluation Form should include specific examples and descriptions of accomplishments and challenges along with any training and development attained. Supervisors may use the Self-Evaluation Form to prepare the final performance evaluation.
2. Manager(s) complete the Self-Evaluation Form and return to evaluating manager by April 30.
3. For comprehensive review send out peer reviews.
4. Peers complete and return Peer Review Forms to the evaluating manager by May 30. (For the comprehensive review period only.)
5. Draft review is completed on the Manager Evaluation Forms (Annual or Comprehensive).
6. Final draft is reviewed by next level manager. DHR shall also review if applicable.

Step 4: No Later than June 30: Final Review and Discussion

1. Evaluating manager incorporates edits, as necessary, into the evaluation document based on input of next level manager or DHR review and prepares final manager evaluation.
2. Evaluating manager schedules meeting with employee. The manager being evaluated should be notified at least one week in advance of this meeting and given a copy of the appraisal at least 24 hours in advance. Performance appraisal conversations should be held in a private space. Both individuals should communicate honestly and constructively. Examples should be given, whenever appropriate, to support specific ratings.
3. Manager and employee sign original Management Evaluation Signatures Form.
4. Evaluating manager provides employee with a copy.
5. The manager being evaluated has a right to respond to any derogatory information which will be attached to the evaluation when placed in their personnel file.
6. Evaluating manager sends all evaluation forms to DHR no later than June 30.

III. Management Evaluation Schedule

Management evaluations are performed annually, with an annual evaluation done in years 1 and 2 and a comprehensive evaluation completed every 3 years. Year 1 starts July 1, 2013 – June 30, 2014.

13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Annual	Annual	Comp	Annual	Annual	Comp	Annual	Annual	Comp

Initial Review

Initial review: Performance feedback at the 2nd, 5th, and 8th month of employment during the 9 month probationary period for classified managers. The timeline for the initial review would begin at the time of hire then proceed through the probationary period. After the initial review period, new managers will fall into the current evaluation cycle whether annual or comprehensive.

IV. Management Evaluation Forms

1. Goals and Objectives Setting Form – Annual and Comprehensive Evaluation Cycles

The goal setting and planning process is a collaborative process intended to align the manager's work to departmental and college/district-wide goals. Given that the urgency and/or priority of goals often evolve over time, the goal setting process should remain flexible to allow the manager to revise, add or eliminate goals when necessary.

Using the Goals and Objectives Setting Form, the supervisor and manager being evaluated should identify goals for the upcoming review period. Goals may be related to areas of performance and/or developmental. Performance goals are typically short term objectives that could be accomplished in a fiscal year and address what is expected of the manager in his/her current position. Developmental goals are tied to an anticipated or current need and are typically longer term. They address areas the employee should develop in the future.

Goals and objectives should support the district, college and departmental missions and/or a specific project or program. The manager's initial goals must be set by July 31 and goals should be SMART. SMART goals are:

- **Specific:** well defined, clear and unambiguous
- **Measurable:** define specific criteria for measuring progress toward accomplishing each established goal
- **Achievable:** require managers to stretch, but are not impossible to achieve
- **Relevant:** the goal is related to the department's mission and/or a specific project or program
- **Timely:** the timeframe is clearly defined or progress toward achievement is tracked at regular intervals

The additional fields in the Goals and Objectives Setting Form are provided to outline the steps necessary for successful goal setting. Use the *Core Competency* field to identify the core competency the goal addresses. The *Action Plan/Timetable* field should be used to define the steps necessary to achieve the stated goal and the time needed to achieve it. Identify development and training opportunities necessary to be successful. Please note that supervisors must approve all goals.

During the *Assessing and Re-assessing* period, the supervisor and manager being evaluated must review and discuss goals midway through the review period. During this meeting, the supervisor and manager being evaluated should discuss progress as well as any modifications of the goals established in July.

2. Self-Evaluation Form

The Self-Evaluation Form allows managers to identify their accomplishments and challenges and outline desired training and development opportunities. As previously noted, managers must complete the form and submit it to their supervisor by April 30.

3. Manager Annual Evaluation Form

The Manager Evaluation Form is a comprehensive tool for supervisors to evaluate an employee's performance during a review period. Supervisors may choose from five ratings and may provide narrative comments to fully evaluate and provide feedback on the performance of the manager being evaluated relative to each competency.

Rating Scale

Exceptional	Strong	Fully Competent	Continued Development	Poor	Not Applicable
Clearly outstanding performance – Performance falls within top 5-10% of employees at current level/ position.	Excellent performance – Performance falls within top 15% of employees at current level/ position.	Solid performance – Consistently meets expectations. Two-thirds of employees in current level/ position fall within this category.	Needs development in current position. Overall performance is somewhat lower than expected for the current position but manager is making progress toward developing expected skill level.	Unsatisfactory performance – Performance is clearly below what is expected at current level/position and efforts to improve performance have not been successful.	

CORE COMPETENCY SECTION

COMMUNICATION

The leader seeks to affect the behavior of others by identifying and removing barriers to effective communication and by transmitting clear information through verbal and written discourse. The leader ensures that his/her messages sent to others, irrespective of his/her position in the college/district, convey respectfulness and unambiguous meaning and promote the success of all constituent groups to sustain the institutional mission.

Examples of Competency Skill

Conveys ideas, information, and program updates succinctly, frequently, tactfully and empathetically to all constituent groups, regardless of the verbal or written format. Exhibits the competence to identify and remove barriers to effective communication through structural or policy change, the use of effective oral and written strategies and techniques, and the use of communication skills to coach and mentor colleagues to develop his/her leadership potential.

The Manager:

1. Demonstrates written and verbal communication that is respectful and professional.
2. Articulates the mission to all constituent groups of the college/district internally and externally.
3. Serves as a good mentor and coach to staff.
4. Uses a communication style that encourages open communication from staff to manager and from management colleagues.
5. Initiates effective problem solving discussions that identify and lead to constructive alternatives.
6. Develops the leadership potential in staff.
7. Keeps staff abreast of program and district activities to keep them informed of college and RCCD activities, priorities, and/or issues.
8. Empathizes in communicating with others, taking the time to understand his/her perspectives.
9. Uses an appropriate, professional and supportive tone that reflects consideration and regard for the self-esteem of others.
10. Exercises an ability to listen and respond well to others.

Overall Comments on Competency Proficiency and Attainment of Goals:

RESOURCE MANAGEMENT

An effective leader equitably and ethically manages people, processes, information, and physical and financial assets to fulfill the mission, vision, and goals of the organization.

Examples of Competency Skill

Continually searches for opportunities for improvement and demonstrates effective use of resources. Implements financial and organizational strategies to support programs, services, staff and facilities.

The Manager:

1. Effectively leverages available resources to invest in employee growth and professional development.
2. Conducts regular meetings to discuss progress toward goals and departmental strategies.
3. Enables employees to contribute effectively and productively to the department's development and accomplishment of objectives and goals.

4. Completes employee evaluations; timely and appropriately communicates the evaluation to staff.
5. Develops and manages resource assessment, planning, and allocation processes consistent with the district/college strategic plan and local, state and federal guidelines and policies.
6. Manages and develops a comprehensive plan for categorical fund budgets, including, but not limited to, developing spending plans, managing funds, and meeting reporting and compliance requirements.
7. Creates a climate where the truth can be heard and crucial facts confronted regarding resource allocations.
8. Adheres to deadlines for work completion; manages time consistently and delegates authority appropriately.
9. Takes an entrepreneurial stance in seeking ethical alternative funding sources.

Overall Comments on Competency Proficiency and Attainment of Goals:

PROFESSIONALISM

A leader is committed to high standards of performance, works cooperatively and collaboratively within the institution and the community, promotes organizational integrity, takes responsibility for decisions, and demonstrates accountability towards the mission of the district/college.

Examples of Competency Skill

Develops and maintains professional relationships with staff and the community.
Provides balance, creativity and vision through organizational change and/or changing economic conditions.

The Manager:

1. Communicates effectively with staff in a manner that provides constructive and timely feedback.
2. Demonstrates the courage to take risks and proposes effective solutions to difficult decisions.
3. Accepts responsibility for his/her actions.
4. Develops and maintains professional relationships with the community.
5. Demonstrates civility, especially in situations involving conflict and differing opinions.
6. Promotes and maintains high standards for personal and organizational integrity, honesty, and respect.
7. Demonstrates commitment to and support for the district/college strategic plans, mission and goals.
8. Demonstrates self-improvement and contributes to the profession through professional development programs and/or professional organizations.
9. Demonstrates acceptance of differences and supports non-discriminatory behavior.
10. Assures a professional work environment by maintaining appropriate appearance and conduct.

Overall Comments on Competency Proficiency and Attainment of Goals:

COLLABORATION

The leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that promote diversity, the success of students and others, and sustains the community college mission.

Examples of Competency Skill:

Builds and maintains productive relationships.

Nurtures and develops opportunities for involvement of students, faculty, staff, and community members to advance the college mission, vision, and goals.

The Manager:

1. Treats others with respect and courtesy.
2. Embraces and employs the diversity of individuals, cultures, values, ideas, and communication styles to assure inclusive participation of others, and to foster teamwork and cooperation.
3. Maintains a work style that is open to constructive suggestions.
4. Stresses and develops cooperation within the department and with colleagues at all levels.
5. Facilitates group effort and teamwork toward achieving goals and objectives.
6. Seeks and utilizes input from stakeholders when making decisions.
7. Promotes shared problem solving and decision making.
8. Actively provides opportunities for professional development and mentorship.
9. Works effectively and diplomatically with external constituent groups such as legislators, business leaders, community stakeholders, accreditation organizations, and others.

Overall Comments on Competency Proficiency and Attainment of Goals:

MISSION ADVOCACY

The leader understands, commits to, and advocates for the mission, vision and goals of the college/district.

Examples of Competency Skill:

Promotes diversity, inclusion, equity, academic excellence, and open access.

Demonstrates a passion for and commitment to student success.

The Manager:

1. Promotes and supports the college/district's diversity activities.
2. Regularly incorporates the college/district missions, values and goals into the activities of the department.
3. Initiates activities that support a learner-centered environment.
4. Regularly emphasizes the impact of services on student success.
5. Positively represents the organizational mission within the district, in the community, and among stakeholders.
6. Supports and encourages participation in college/district diversity activities.
7. Advocates and initiates programs and services that address the diverse population served.

Overall Comments on Competency Proficiency and Attainment of Goals:

4. Manager Comprehensive Evaluation Forms – Every 3rd year

The comprehensive evaluation is performed every 3rd year and consists of the following forms:

a. Part I: Self-Evaluation

The Self-Evaluation Form allows managers to identify their accomplishments and challenges and outline desired training and development opportunities. As previously noted, managers must complete the form and submit it to their supervisor by April 30.

b. Part II: Peer Evaluation

Peer evaluations are assessments, ratings, or evaluations of a person's work product or performance, carried out by peers. It is essential that the peer evaluators be very familiar with the team member's tasks and responsibilities. As a component of the annual performance appraisal, peer review can create positive relationships, foster a better work environment, and allow peers to increase individual and group accountability.

Starting in April, the evaluating manager shall seek written feedback from the college and/or district community using the Peer Evaluation Form with questions related to the core competencies. The evaluating manager shall seek input from applicable managers, faculty, classified staff, community members, partners and any others who are in a position to know how effectively the manager is performing assigned responsibilities. To assist in this task, the manager will provide the evaluating manager with a preliminary list of those with whom he/she interacts with on a regular basis. The evaluations manager will select four (4) to six (6) names for the peer evaluation. Responses on the approved form shall be signed, and the evaluating manager shall prepare a consolidated summary of the ratings and comments. Peers complete and return peer review forms to the evaluating manager by May 30. Original survey documents will be destroyed once the consolidated summary is prepared. A copy of the consolidated summary will be made available to the manager as part of the comprehensive evaluation process.

c. Part III: Manager Comprehensive Evaluation

The evaluating manager provides narrative feedback using the Manager Comprehensive Evaluation Form. Evaluator selects and responds to at least one question for each competency by rating each competency and providing commentary and examples.

d. Part IV: Management Evaluation Signatures Form

This form contains the managers and supervisors signatures to document completion of the evaluation process.

The signature of the manager being evaluated indicates that the evaluation has been discussed with the supervisor and has received a copy of the evaluation forms. Also, the manager is aware that the evaluation forms will be placed into his/her personnel file and will be made available for his/her review. Further, the manager is made aware that he/she may submit a "response to the evaluation" within ten (10) work days from the date of his/her signature. The manager's signature does not necessarily indicate agreement with the evaluation.

Where to Find Guidelines, Forms and Training Materials

Management Performance Evaluation: Management Evaluation Guidelines, forms and power point presentations will be located on the Diversity and Human Resources section of the intranet under Managers Toolkit. The link is:

<http://intranet.rccd.net/departments/administrative/district/DHR/toolkit/default.aspx>

V. Management Evaluation Report Processing

1. Personnel File

No evaluations of any manager shall be placed into his/her personnel file without an opportunity for discussion between the supervisor and the manager.

2. Copy to Evaluatee

Managers shall receive a copy of the evaluation forms with the exception of the original peer evaluation form.

3. Confidentiality

Evaluation documents shall be held confidential and made available only to those persons who have a need to know and a right to know as determined by the Diversity and Human Resources Department.

4. Record Security

Evaluation forms shall be filed, reviewed or used only in accordance with district policies and laws that govern personnel files. "Personnel files" are intended to refer to those personnel files located in the Diversity and Human Resources Department.

5. Security

Evaluation documents shall be filed, reviewed or used only in accordance with policies and laws that govern personnel files.