Georgia Perimeter College

Performance Management Plan and Evaluation – Instructions and Information

The Performance Management Plan and Evaluation form must be completed annually in February for bi-weekly support staff employees and in March for monthly professional and administrative employees. Two Interim Performance Conversation forms must also be completed for each staff and professional and administrative employee during the year.

This document includes the rating scales for an employee’s goals and the overall rating scale. Definitions of the GPC Core Competencies and GPC Leadership Competencies are also included. Sample functional competencies are included in a separate document. The definitions will help you identify expected behaviors that reflect performance that achieves expected results.

The purpose of GPC’s performance management process is to align employee job performance with the GPC Strategic Plan including the Mission, Vision, and Core Values of the College. The Strategic Plan follows:

GPC Vision

As a team, Georgia Perimeter College will be recognized as a dynamic and creative learning environment focused on student success, guided by the values of trust, excellence, integrity, civility, passion, diversity and efficiency.

GPC Mission

Georgia Perimeter College transforms the lives of our students to thrive in a global society.

As a diverse, multi-campus two-year college, we provide relevant, responsive, learner-centered higher education that facilitates the achievement of academic, professional and personal goals.

We embrace excellence, teamwork, and quality service that link the college’s human capital with our communities to enhance economic, social and cultural vitality.

As a key point of entry for students into higher education in Georgia and as the major provider of associate degrees and student transfer opportunities, Georgia Perimeter College supports the Strategic Plan of the University System of Georgia.
GPC Strategic Goals

- **We will strengthen student success**

  Student success is at the heart of all we do at Georgia Perimeter College. For students to grow and develop academically, they need a faculty devoted to teaching excellence. To prepare students to compete in the global workplace, we will offer relevant and responsive learning opportunities both inside and outside the classroom.

- **We will create and foster a culture of teamwork, leadership, quality service and continuous improvement.**

  A cornerstone to the success of Georgia Perimeter College is our institutional culture. Through open communication, mutual respect and trust, we will practice teamwork, leadership, quality service and continuous improvement.

- **We will enhance the economic, social and cultural vitality of our communities.**

  Georgia Perimeter College is a vital partner in the success of our communities. Along with our success, size and multiple locations, comes a responsibility to share our valuable resources with others. We will bring our human capital to our communities through innovative learning opportunities for our students and improved partnerships with other educational institutions, business, industry and government agencies to strengthen the future of our communities.

- **We will expand access and enrollment capacity.**

  Georgia Perimeter College embraces its role as an access institution. In order to remain accessible, we must increase our capacity to serve the educational needs of a growing and diverse population. As the state’s leading provider of distance education, we also have a responsibility to continually reach out to underserved areas and become accessible to learners worldwide.

GPC Core Values

**TRUST**
We believe trust is the pinnacle of our core values and essential to success. Our competence and character builds trust with ourselves, between each other and throughout our organization.

**EXCELLENCE**
We strive for excellence in all that we do in order to model success for our students. Excellence in teaching and service provides the foundation on which our students will achieve success.

**INTEGRITY**
We hold firm to our integrity. We take responsibility for our actions and we stand by our commitment to support our students, colleagues and community.

**CIVILITY**
We foster a collegial environment that cultivates mutual respect, enhanced problem-solving, open communication and teamwork. Civility builds trust among employees, students and members of our community and promotes cooperation across organizational boundaries.

**PASSION**
We are passionate about the success of our students, colleagues and community. We show our passion through our quality work, creativity, teamwork, outreach and engagement with our communities.
**DIVERSITY**
We welcome and embrace the diversity of our community, organization and student body. We respect all individuals for their ideas, perspectives, commonalities and differences.

**EFFICIENCY**
We are committed to individual and organizational efficiency. As an efficient organization, we will increase the resources and capital of our organization, remain affordable and accessible to our students and remove barriers to success.

**Rating Scale for Goals**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Individual Goal (What)</th>
<th>Individual Competency (How)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use this scale to assign a rating for each goal or objective assigned to the individual. Consider results against each goal independently.</strong></td>
<td><strong>Use this scale to assign a rating for each competency. Assess how this employee demonstrates each competency, as described in the target behaviors.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Exceptional Achievement</strong></td>
<td>Results consistently far exceeded all performance expectations regarding this goal.</td>
<td>Always demonstrated this competency at a superior level. Functioned as an internal expert across Georgia Perimeter College with this competency, teaching or coaching others in addition to serving as a role model.</td>
</tr>
<tr>
<td><strong>Achieved More than Expected Results</strong></td>
<td>Results exceeded most performance expectations regarding this goal.</td>
<td>Consistently demonstrated this competency at a high level. May have been viewed as a role model and clearly stood out among peers relative to this competency.</td>
</tr>
<tr>
<td><strong>Achieved Expected Results</strong></td>
<td>Results met all expectations regarding this goal. (GOOD SOLID PERFORMANCE)</td>
<td>Consistently demonstrated this competency at the expected level without assistance or direction from others.</td>
</tr>
<tr>
<td><strong>Partially Achieved Expected Results</strong></td>
<td>Results met some, but not all expectations regarding this goal.</td>
<td>Inconsistently demonstrated this competency at the expected level. Sometimes required assistance or direction from others.</td>
</tr>
<tr>
<td><strong>Did Not Achieve Results</strong></td>
<td>Results did not meet expectations regarding this goal.</td>
<td>Did not demonstrate this competency at the expected level.</td>
</tr>
</tbody>
</table>
Overall Rating Scale

The overall rating should reflect the employees’ total performance against goals, as well as performance against competencies.

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Use this scale to assign an overall rating that reflects the individual’s level of performance for the full performance cycle. Consider overall accomplishments against goals, as well as level of competency demonstrated in achieving those objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional Achievement</td>
<td>Results consistently far exceeded all objectives, and demonstrated all competencies at a superior level. Contributions to the department/organization were exceptional during this performance cycle.</td>
</tr>
<tr>
<td>Achieved More Than Expected Results</td>
<td>Results exceeded most objectives, and demonstrated all competencies at a high level.</td>
</tr>
<tr>
<td>Achieved Expected Results</td>
<td>Results met all objectives (and may have exceeded some objectives), and demonstrated all competencies at the expected level. (GOOD SOLID PERFORMANCE)</td>
</tr>
<tr>
<td>Partially Achieved Expected Results</td>
<td>Achieved some but not all objectives and/or inconsistently demonstrated competencies at the expected level.</td>
</tr>
<tr>
<td>Did Not Achieve Results</td>
<td>Results did not meet most objectives and/or did not demonstrate competencies at the expected level.</td>
</tr>
</tbody>
</table>
Core Competencies

**Personal Responsibility**: Displays rational, sound, moral, trustworthy judgment in both physical behavior and personal interactions to ensure integrity is upheld, quality service is rendered and student and employee retention and success are positively impacted.

**Key Behaviors**

- *Creates trust in* interactions with others through honesty, integrity, transparency and consistency in ones actions.
- *Demonstrates civility* and respect in interpersonal interactions by acting in ways that maintain and enhance the self esteem of others.
- *Demonstrates passion, demonstrates leadership* and takes initiative and does what is required to get the job done in a timely manner. Is actively self-motivated.
- Adapts behavior and is flexible to match the needs of a situation; adapts to and supports change.

**Customer Service**: Meets or exceeds expectations of customers by providing quality service within established guidelines.

**Key Behaviors**

- Treats customers with courtesy and civility.
- Communicates in a way that’s understandable, courteous and respectful.
- Listens attentively to understand the needs of customers.
- Persists to achieve appropriate outcomes, quality service and excellence in the face of obstacles, constraints or setbacks. Has a “can do” attitude.
- Maintains positive body language, empathy and appropriate eye contact.
- Demonstrates GPC customer service standards including Greet, Listen, Help and Honor and exhibits GPC customer service attributes including being Helpful, Courteous, Responsive, Knowledgeable, and Accessible in the performance of job duties.
**Problem-Solving:** Identifies and implements *efficient and excellent* solutions to problems.

**Key Behaviors**

- Identifies the existence of and the cause(s) of a problem.
- Develops understanding of customer needs and wants by listening and asking questions.
- Identifies college policies, procedures, and practices that are relevant to the situation.
- Develops, analyses and implements efficient and effective alternative solutions in a timely manner.
- Uses good judgment, logic and reasoning. Considers the consequences of actions and implications for the customer and for the College to ensure the vision, mission and goals of the College are fulfilled.
- Identifies and involves the appropriate people and resources required to solve a problem.
- Resolves conflicts in a positive, productive manner willingly. Clarifies concerns, issues and/or problems.

**Teamwork:** Works collaboratively in a group of two or more people in order to achieve the common objective(s) and/or goal(s) of the entire group, the department and the College.

**Key Behaviors**

- Contributes individual knowledge skills, ideas, relevant information and effort willingly.
- Develops the skills needed for effectiveness in achieving team goals. Is interested in learning.
- Exercises flexibility and compromise and adapts to others behavioral style to achieve team goals.
- **Respects the diversity** and individuality of others and is respectful of differences in perspectives.
- Seeks, is open to, and provides constructive feedback.
- Puts aside personal agenda and places the goals of the group first.
- **Displays passion** for an interest in the project (i.e. motivated), gets involved, *demonstrates leadership* and goes beyond his/her role and is committed to the successful completion of team goals.
Continuous Improvement and Learning: Improves in the performance of job duties. Makes appropriate use of technology and engages in continually gaining knowledge, learning new programs and/or processes for application to work-related tasks.

Key Behaviors


- Takes on additional tasks willingly in order to increase knowledge of current position and participates in cross-training, while maintaining a high level of performance in base job duties.

- Demonstrates leadership and actively seeks information concerning changes in college policies and procedures and cooperates in the transition to a new process or procedure. Develops a smooth transition plan for job related tasks in cooperation with supervisor.

- Seeks, reads, studies, attends, participates in and applies the knowledge from professional development opportunities from various sources and in available formats - both within the college and from external organizations in cooperation with supervision.

- Develops and maintains a working knowledge of new tools and technological advances and applies, when applicable, new knowledge to job processes.

Communication (Oral and Written): Conveys information orally and in writing, clearly and effectively, in all circumstances. Presents ideas that are understood by the reader/listener. Reads and interprets written information appropriate for the job.

Key Behaviors

- Conveys clear ideas and information orally, both one-on-one and in group settings.

- Respects diversity and adjusts presentation style for audience by way of non-verbal communication, tone of voice, body language and/or visual aids.

- Writes and speaks in a clear, concise, organized manner to convey messages appropriately.

- Listens well with the intent to respond in a positive manner.
• Documents work activities appropriately.

• **Engages with** students and employees and provides them the information they need to be successful in the most effective medium/media i.e. discussion, meeting, video, email, personal letter

• Openly communicates with colleagues, students and others.

**Organizational Accountability:**  **Fulfills commitments** effectively, resolves issues, solves problems and interacts with others in a positive manner aligned with the vision, mission, goals and values of the GPC Strategic Plan.

**Key Behaviors**

• Completes job duties in accordance with established performance standards.

• Manages time and completes tasks effectively, within established timeframes. Recognizes the urgency of completing work and acts accordingly.

• Uses the college’s vision, mission and values effectively as the foundation for making decisions and performing job duties.

• Complies with appropriate Federal and State laws and BOR and GPC policies and procedures in all actions and decisions.

• **Acts with integrity** and accepts responsibility for the consequences of actions and decisions.

Note: Highlighted/italicized text denotes direct linkage with the GPC Strategic Plan and Core Values.
Georgia Perimeter College

Leadership Competencies/Accountabilities

**Transparency:** Creates an environment of open communication and action.

- Models, requires and expects others to be [open in communication](#) with employees, peers, students and other stakeholders.
- Creates and supports networks within and outside of the College.
- Champions use of collaboration and information sharing tools
- Is open to giving and receiving feedback.
- Shares information readily.
- Assures effective controls are developed and maintained to ensure integrity of the College.

**High Performing Teams:** Inspires, motivates and guides others toward goal accomplishments.

- Consistently develops and sustains cooperative working relationships;
- Fosters commitment, [team spirit](#), [excellence](#) and [trust](#).
- Develops [leadership](#) in others through coaching, mentoring, rewarding and guiding team members in ways that are appropriate for the employee and/or the situation.
- Recognizes and acknowledges talent in ways that are appropriate for the employee and/or the situation.
- Leads by example.
- Asks for help and responds to requests from others.
- Is proactive and achievement oriented.
- Actively seeks, acknowledges and incorporates the ideas and feedback of others

**Inclusiveness:** [Cultivates diversity](#) and an environment that makes others feel valued, regardless of their race, ethnicity, backgrounds, styles, or perspectives.

- Drives synergy and alignment across functions and departments within the College;
- Demonstrates understanding of global impact of own behavior and decisions both inside and outside of the College.
- Recruits, develops and retains diverse, high quality, workforce.
- Maximizes the talents of each employee to achieve sound business results.
- Respects, understands and values individual differences.
- Hold self and others accountable for inclusiveness.

**Performance Management:** Fosters a work environment that consists of open communication, [trust](#), [leadership](#), [professional development](#), [excellence in customer service](#), shared decision-making, whenever possible, and role-clarification. Effectively implements the College’s performance management process.
• Defines objectives, provides regular coaching and provides timely feedback to employees to reinforce alignment with the College's strategic plan.
• Defines objectives, creates purpose and maintains up-to-date job descriptions.
• Is actively involved in all areas of responsibility.
• Completes interim and annual evaluations for all employees in a timely manner.
• Trusts others to deliver results.
• Supports others to maximize their potential.
• Embraces and models giving and receiving feedback. Is open to feedback from employees and co-workers.
• Deals with performance issues quickly and openly.
• Makes time to reflect on and improve performance.
• Values failure as an opportunity to learn and helps others learn from mistakes.

**Systems Thinking:** Has broad knowledge and perspective of the College; recognizes various parts of the College and the interrelations of its departments and of the departments’ subsystems.

• Thinks holistically and acts accordingly.
• Identifies and keeps up to date on key policies and economic, political and social trends that affect the College and the University System.
• Adjusts rapidly to new situations that warrant attention and resolution.
• Perceives the implications and impact of decisions.
• Uses GPC core values to drive decisions.

**Planning and Implementation:** Fulfills goals and achieves results that are in alignment with the GPC Strategic Plan.

• Understands and manages strategic risks.
• Focuses the department or function on strategic priorities.
• Ensures broad strategic priorities are translated into specific objectives, metrics and accountabilities.
• Manages financial, human and technology resources effectively and efficiently.
• Involves employees and other functions as appropriate.
• Willing to adjust plans as necessary.
• Understands and uses technology and process improvement in the implementation of plans as appropriate.
• Gets appropriate people and departments involved in planning and implementation early.
• Gets things done in ways that are consistent with GPC Core Values.

**Diplomacy:** Effectively maneuvers through complex political situations.

• Utilizes tactful, appropriate straight talk.
• Skilled in negotiating.
• Displays emotional intelligence.
• Confers with stakeholders to reach an agreement.
• Builds strong networks of contacts within and outside of the College to influence decisions. Demonstrates respect for others, listens and is sensitive and attentive to internal and external concerns.
• Remains optimistic and persistent in the face of adversity.
• Considers and responds appropriately to the needs, feelings and capabilities of different people in different situations.
• Avoids actions that bring personal benefit at the expense of others.
• Identifies and takes steps to prevent unpleasant confrontations.
• Manages and resolves conflict in a positive productive manner.

Innovative Solutions: Develops different approaches to make organizational improvements to maximize usage of allocated or limited resources.

• Thinks outside of the box to design and implement creative programs and/or processes;
• Involves employees, other functions and other organizations/partnerships as appropriate, in innovation and continuous improvement.
• Reads books/publications, completes benchmarking and actively seeks new ideas to develops new insights into situations.
• Initiates and manages change effectively. Considers the impact of changes on people not just on processes.
• Reinforces the need to apply lessons from other parts of the College and promotes information sharing.
• Seeks opportunities and masters new technical and education administration knowledge.
• Assesses pros and cons of potential changes and prepares for risk accordingly.
• Minimizes risk and enhance potential for success through research, communication, training/coaching and pre/post assessment of change.

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