

Performance Evaluation

Administrative

Directive 95-001

Instructions for PER

Description of
Performance Factors

GUAM COMMUNITY COLLEGE
Office of the President
Ext: 636

MEMORANDUM

TO: All Staff (Executive, Administrative, and General Support)

FROM: President

SUBJECT: Administrative Directive 95-001
Re: Performance Evaluation, GCC Employees
(Retyped Electronic Copy)

I. PURPOSE

The purpose of this directive is to formalize and ensure that standard policies and procedures are provided for the effective and routine evaluation of GCC employees (Executive level, Administrative staff, and general support employee staff).

II. POLICY

It shall be the policy of the Guam Community College that all personnel, not inclusive of the faculty, be evaluated on their job performance in accordance with the GCC Personnel Rules & Regulations, and the specifications of this directive. Performance evaluations shall be conducted and prepared for record keeping and are intended for:

- A. Use as the basic document in the granting of pay increments, determining order of layoffs and rating employee's suitability for promotion.
- B. Explore areas of possible improvement and growth of employee.
- C. Identify employees feelings and attitudes, resulting as a feeling of harmony and cooperation between the employee and supervisor; strengthen identified weaknesses and build on known strengths.
- D. Uncover special abilities and potentials of the employee and allow for enhancement of his/her skills, to the mutual benefit of the employee and the College.
- E. Provide and improve the quality of services to the College and the community.

III. **PERFORMANCE RATING PERIOD**

- A. Probationary employees shall be rated monthly.
- B. Permanent employees shall be rated annually and the rating period shall coincide with the anniversary of the employee's salary increment date.
- C. Permanent employees shall be rated by each reporting supervisor under whom the employee has worked for 60 or more calendar days during any single rating period.
- D. Whenever an employee is reassigned within the College, he/she must be rated by the previous reporting supervisor. The previous supervisor will prepare an **"INTERIM REPORT"** within five (5) working days from the date of transfer (provided that the employee has been assigned to the Unit/Section for at least 60 days). The report will be forwarded to the employee's new reporting supervisor and will be kept on file pending the employee's Salary Increment, PER due date. Additionally, any reporting supervisor being reassigned must/will prepare and submit to their present Unit/Section, a PER for each subordinate under their supervision. The Interim Report(s) will be used to assess each subordinate's past performance and will make a significant contribution in finalizing the individual's "Salary Increment" PER.
- E. Performance Evaluation are to be based only on performance during the specific rating period and only on the requirements of the Position occupied during the period.

IV. **GENERAL GUIDELINES**

- A. Familiarize yourself with the contents of the evaluation form. Analyze its general scope as well as the detailed instructions.
- B. Understand thoroughly the duties and requirements of the particular position held by the employee to be rated, and review the Job Class Description on file.
- C. Use a process of objective reasoning, eliminating personal prejudice, bias, or favoritism. For example, don't allow personal like or dislike of certain mannerisms or aspects of personal appearance influence you to overlook the more importance measures of competency or effectiveness.
- D. Don't assume that excellence in one factor implies excellence in all factors. Observe and analyze the employee's performance objectively in terms of each factor listed on the rating form.

- E. Base your judgement on demonstrated performance – not on anticipated performance. The evaluation is to be based on what has happened, not on what might develop.
- F. Evaluate on the experience of the entire rating period – do not consider only single accomplishments or failures, or the most recent performance. Neither should important single instances of faulty or brilliant performance be ignored. They should be considered in context with the total performance for the period.
- G. Consider seniority apart from performance – an employee with a short service record may not necessarily be less effective than one with a longer term of employment. Seniority does not guarantee superiority.
- H. Consider the requirements in terms of the level of the position – a beginning clerk may very well be meeting the requirements of his/her position more effectively than his/her immediate supervisor who hold a position with a higher classification.
- I. Spaces have been provided on the performance evaluation report forms for additional factors you consider important enough to be included in the overall appraisal of the employee.

V. **COUNSELING AT THE BEGINNING OF THE RATING PERIOD**

At the beginning of the rating period, the supervisor must counsel the employee about the next evaluation period. It is essential to the success of the system that the employee fully understand the specific duties and responsibilities of the position and what is expected of the employee in carrying these out. The counseling shall include:

- A. Tasks of position occupied;
- B. Level of performance expected;
- C. Evaluation rating criteria; and
- D. Provide guidance/direction to improve work skills of employees through staff development programs by:
 - 1. Determining what staff development training programs are needed.
 - 2. Evaluating the effectiveness of said training programs, and make changes or replacements as may be necessary; and

3. Providing feedback to employees. Feedback is important because it tells employees how they are doing and enables employees to make work performance modifications as needed.

VI. **EVALUATION INTERVIEW**

- A. Plan to meet in private. If this is the employee's first evaluation interview, anticipate curiosity, tension, or anxiety, and be prepared to minimize them.
- B. Make the employee feel that the interview is a constructive one by placing primary interest upon his/her development and growth. Tell the employee that the main purposes of the report are to inform him/her of your opinions of his/her performance, to improve his/her performance when possible and to sustain superior performance.
- C. Be open-minded to the opinions and facts presented by the employee. Be willing to learn about him/her. Don't dominate or cross-examine. Avoid argument. Remember that the employee must do most of the talking during the interview.
 1. Be sure to bring the employees opinions and feelings to the surface. It is important that you know how the employee feels.
 2. The interview may help the employee to gain a better understanding of himself/herself.
 3. Identifying the employee's areas of needed or potential improvement will enable the employee to make plans to accomplish his/her goals.
- D. Pick the right day, time, and place. Don't conduct the interview too soon after a disciplinary action reprimand. Pick a time when you are in a good mood and when you have reason to believe the employee feels likewise.
- E. Talk about the employee's strengths first, covering each point in some detail. This helps start the interview off on the right foot. Remember that the aim is to encourage or sustain high quality performance, not to reprimand the employee.
- F. While building upon the employee's strengths, do not fail to discuss his/her weaknesses or failures and how he/she can prevent or curtail them in the future. At this point in the interview, introduce your suggestions for a specific improvement program. Remember, if you don't show the employee how he/she can improve his/her work performance, then you are not fulfilling your supervisory duties.

G. ~~You should close when you have made clear the points you intended to cover; when the employee has had a chance to review his/her problems and release any emotional tension that may exist; when plans of action have been cooperatively developed; and when you and employee are at a natural point of conclusion. Always reassure the employee of your interest in his/her progress, and indicate willingness to take up the discussion again at any time.~~

H. Employees will be given an opportunity to include in their comments on the designated page of the Performance Evaluation Report Form. These comments may include suggestions for improved performance, ways to improve the overall operations of the work unit, or concurrence or disagreement with the evaluation.

VII. **NOTIFICATION OF UNSATISFACTORY PERFORMANCE**

Whenever an employee's performance is deemed to be unsatisfactory, the supervisor must notify the employee in writing about the unsatisfactory performance and define the actions that should be taken to improve his or her performance. The purpose of the notice is to encourage the employee to improve his/her performance immediately and it should be given at least ninety (90) days prior to the end of the rating period, if practicable. If no improvement is made by the end of the rating period, this information should be included in the employee's evaluation report. Appropriate forms of notification are incident reports or memorandums.

VIII. **PERFORMANCE EVALUATION REPORT**

A. A Performance Evaluation Report (see attachment) must be prepared by the reporting supervisor immediately responsible for the employee's work, and shall be used when preparing the Annual or Intermediate Performance Evaluation. Performance Factors and instructions are explained in the following attachments. A prepared and completed PER Form as an example is appended.

B. The employee will be given the opportunity to sign the Performance Evaluation Report to indicate he/she has read it. The completed report shall be reviewed and signed by the rater (reporting supervisor), the rater's supervisor, and the division head.

C. The PER shall be routed through appropriate administrative channels.

IX. **REVIEW PROCESS FOR CONTESTED EVALUATION REPORTS**

The review process for contested personnel evaluation reports by new probationary employees is through the proper channels of the concerned division. The decision of the

division head is final. The review process for all other employees is contained in the GCC Personnel Rules & Regulations.

X. **EVALUATION INSPECTION**

It is the responsibility of the Human Resources office to conduct an annual review of the Employee Performance Evaluation System. The objective of the annual review is to scrutinize extreme ratings and to examine the number of contested appraisals and the reasons why those appraisals were contested. The results of the inspection shall be reported to the President of the College.

HdS/JTC/APS:jtr
Electronic Copy Retype on 04/22/05
Administrative Directive 95-001 officially on file with President's Office.

Attachments

INSTRUCTIONS

COMPLETION OF PERFORMANCE EVALUATION REPORT (PER) FORM

Part I. ADMINISTRATIVE DATA: Human Resources is responsible for completing **PART I, ADMINISTRATIVE DATA**. The rater will ensure that the rated employee reviews this section for accuracy and completeness. The rate should review the draft report with his supervisor. Markings and comments should then be typed or printed in black ink on the final form. Either the rate or rater's supervisor (or both) should then review the rating with the employee in a private interview. All signatures shall be in black or blue ink. Any changes and/or corrections made shall be initialed by the employee.

- A. Ensure that the employee's full name is completed, i.e. **Last Name – First Name – Middle Initial**;
- B. Ensure that the employee's **Principal Designated/Duty Title** is properly cited;
- C. Ensure that the employee's waiting period is properly cited i.e. **12 months, 18 months, 24 months**;
- D. Ensure that the employee's "**Period of Report**" is properly cited.
 1. If space for comments is inadequate, dated and signed attachments may be made (either type-written or in ink). Denote: **Outstanding** Rating to include **Unsatisfactory Performance** Rating must be justified.
 2. Deadline Date shall be observed. This is particularly important for the employee so as not to delay his/her Salary Increment. Deadline Date will be applied and monitored by the Human Resources Office. Rater and Rater's Supervisors shall ensure that Deadline Date is complied with. Request for extension may be coordinated through the Administrator for Human Resources.
 3. Unscheduled reports may be filed at any time for either permanent or probationary employees. However, any unscheduled report filed must be coordinated through the Administrator for Human Resources. A written justification must accompany a request for an Unscheduled Performance Evaluation Report.
 4. The "Guide to Performance Evaluations" or your Administrator for Human Resources should be consulted for suggestions, definitions, interpretations, and further instructions.

PART II. DUTY DESCRIPTION: Rater is responsible for completing **Section A, B, and C**.

- A. **Principal Designated/Duty Title.** Rater shall ensure that the employee's "Principal Designated/Duty Title" is properly cited i.e. Word Processing, Secretary I; Auto Mechanic I; Building Custodian; Electrician I.
- B. **Section.** Assigned Section
- C. **Description of Duties.** Rater shall provide a brief description of duties and responsibilities.

PART III. EVALUATION OF PROFESSIONALISM AND PERFORMANCE: Rater shall apply the numerical scoring system utilizing the "SCORING SCALE" **zero (0) being the lowest and five (5) being the highest**. The subtotal score for Part "A. PROFESSIONAL COMPETENCE and B. PROFESSIONAL STANDARDS" will be entered in the appropriate box of **PART VI, SCORE SUMMARY**.

- A. PROFESSIONAL COMPETENCE.** Rater will ensure that the appropriate numerical rating is applied for each factor and the total sum is placed under "SUBTOTAL". **Item #8 "Develops subordinates"**, Rater will ensure that this factor is applicable to a "Uniformed/Civilian Supervisory Level ONLY. Indicate **N/A (Not Applicable) for a Non-Supervisory position**.
- B. PROFESSIONAL STANDARDS.** Rater will ensure that the appropriate numerical rating is applied for each factor and the total sum is placed under "SUBTOTAL". Rater will ensure that **Item #7 thru 11" (*) does not exceed the maximum points of three (3)**. Rater will ensure that the total points for a "Supervisory" position does not exceed the **145 maximum points allowed and 135 maximum points allowed** for the "Non-Supervisory" position. Rater will ensure that the appropriate numerical rating is applied for each factor and the total sum is placed under "SUBTOTAL" (Add the Rater's SUBTOTALS (A&B) and enter the sum in the appropriate box in **PART VI, SCORE SUMMARY**).
- C. DEMONSTRATED PERFORMANCE OF PRESENT DUTY: 1. Rater Narrative Evaluation:** Rater will provide a short and brief evaluation of the employee's demonstrated performance of duty during the rating period. This written evaluation is **mandatory** and comments shall reflect on the employee's special traits and attributes. Rater will comment on both the employee's weak and high points and more importantly, comment on the employee's potential for continued government service. **2. Employee Comments:** Rater will ensure that any comments made by the employee will be place here.

PART IV. EVALUATION OF POTENTIAL

1. RATER'S EVALUATION. (Place score in applicable box). Rater will comment on the employee's potential for higher-level school, assignment, and supervisory responsibility.

2A. YOUR ESTIMATE OF THIS EMPLOYEES "GENERAL" VALUE TO THE COLLEGE.

N O	NOT OBSERVED	-	(Insufficient opportunity to evaluate)
UN	UNSATISFACTORY	-	(Unacceptable performance)
B A	BELOW AVERAGE	-	(Below the generally accepted standards)
AV	AVERAGE	-	(Qualified to the generally accepted standards)
AA	AVERAGE	-	(Qualified to the generally accepted standards)
A A	ABOVE AVERAGE	-	(Highly qualified)
OS	OUTSTANDING	-	(Qualified to degree seldom achieved by others of same grade)
S P	SUPERIOR PERFORMANCE	-	(One of the clearly superior individuals of his/her Grade known to the reporting rater)

- 2B. DISTRIBUTION OF MARKS FOR ALL EMPLOYEES OF SAME GRADE/LEVEL.** Rate will place each rated employee in the same "grade/level" in the appropriate box ... distribution will be consistent with the number of employees in the same grade/level i.e. ... of three (3) Clerk Typist II in your section, place 1 under AV, 1 under Blank – between AV and AA, 1 under Blank – between AA and OS. An "X" over Ave indicates this Clerk Typist's overall evaluation to be "Average" under 2A.
- 3. CONSIDERING THE REQUIREMENTS OF GUAM COMMUNITY COLLEGE, INDICATE YOUR ATTITUDE TOWARD HAVING THIS EMPLOYEE UNDER YOUR ADMINISTRATIVE AND OPERATIONAL CONTROL.** Rater will ensure that the appropriate box is marked and that the selection is consistent with the overall evaluation of Sections 2A and 2B.

PART V. AUTHENTICATION

- A. NAME OF RATED EMPLOYEE.** Rated employee shall ensure that his/her name is placed appropriately; Signature and Date shall also be secure.
- B. NAME OF REPORTING SUPERVISOR RATER.** Rater shall ensure that his/her name is placed appropriately; his/her Signature and Date shall also be secure.
- C. RATER'S SUPERVISOR.** Rater's supervisor shall ensure that his/her name is placed appropriately; Signature and Date shall also be secure.

PART VI. SCORE SUMMARY. Rater will ensure that the "**sum**" from Part III. EVALUATION OF PROFESSIONALISM AND PERFORMANCE, Section (A&B) "SUBTOTALS" are "ADDED" and placed in the appropriate box in PART VI, SCORE SUMMARY.

PART VII. CERTIFICATION

- A. OVERALL EVALUATION.** Rater and Rater's Supervisor will ensure that the appropriate box is marked when determining the rated employee's "OVERALL Rating". Also, Rater and Rater's Supervisor will ensure that the appropriate box is marked when indicating "**Supervisor or Non-Supervisor**" whichever is applicable. Note: ***Indicates OUTSTANDING and UNSATISFACTORY performance rating. Rater must provide a written justification and the written justification must accompany the report.**
- B. MERIT BONUS.** May be awarded if funds are available and consistent with mandates.
- C. GCC PRESIDENT.** Human Resources will ensure that the appropriate signature, approval or disapproval of **Salary Increment** or **Merit Bonus** (if applicable) is secured from the President of the College.

DESCRIPTION OF PERFORMANCE FACTORS

PART III. EVALUATION OF PROFESSIONALISM AND PERFORMANCE

A. PROFESSIONAL COMPETENCE:

1. Demonstrates Initiative

Self-starter, an employee who is always seeking ways to improve upon his/her assigned task. Requires minimum to no supervision at all. A highly motivated and well rounded employee.

2. Adapts to Changes

An employee who accepts changes without reservation. Is always willing to try new approach in improving procedural concept and practices. Use this factor to evaluate the traits of adaptability and flexibility. Does the employee accept change willingly? Does hi/she slow down progress or cause inefficiencies by resisting change? Does he/she adapt satisfactorily to new work surroundings, new equipment, new procedures, or new supervisors?

3. Seeks Self-Improvement

Always seeking to better oneself by enrolling in self-study correspondence courses or course offerings at educational institutions that would greatly enhance one's professional job skills. Use this factor to determine if the employee has made a significant contribution to his/her job description because of his/her additional training and or education.

4. Performs Under Pressure

An employee who maintains his/her professional competence and standards while under strong adversity. An employee who performs well under stressful situations and does not let his/her personal feelings affect his/her sound judgement. There are some positions where pace, pressure, and tempo are consistently demanding. Is the employee capable of meeting the demands? Can the employee produce an acceptable volume and quality of work in an emergency?

5. Attains Results

An employee who is highly motivated and will stop at nothing to attain positive results. An employee who takes personal initiative in accomplishing any task. Use this factor to determine how well the employee attains results.

6. Displays Sound Judgement

An employee who takes full responsibility for his/her actions. An employee who does not let his/her personal feelings affect his/her sound judgement. Every employee makes decisions depending upon the degree of responsibility assigned to his/her position. Does the employee make a minimum of decisions based on poor judgement in the course of his/her work? Is he/she consistent and reliable in his/her judgments? What effect does his/her judgements have on the quantity of work produced by himself/herself/and others?

7. Communicates Effectively

Use this factor to determine how well the employee communicates both orally and in writing. This critical element should be emphasized as the level of the employee's contact with the public increases.

8. Develops Subordinates. (Refers to Item No. A-8, Applicable to Supervisory Level Only)

Use this factor to determine if the employee has the ability to develop subordinates in a supervisory position and how well the employee interacts with peers and subordinates alike.

9. Demonstrates Technical Skills

This factor relates particularly to the mental and/or manual skills required in a given position. A craftsman's basic skills are readily identified, while many college assignments include job skills which are relatively obscure. Does the employee consistently demonstrate at a proper level the skills prerequisite to entry in the job class? Has he/she made any effort to improve his/her basic skill level? Does he/she have potential for acquiring or developing his/her job skills to higher levels of proficiency? Should he/she undertake a brush-up or back-to-school program? Has he/she taken advantage of related in-service training opportunities? Does he/she read any publications related to his/her work?

10. Leadership (Refers to Item No. A-10, Applicable to Supervisory Level Only)

Refers to an individual guiding a group or activity by maintaining high visibility and accessibility while providing help and instruction as needed to accomplish objectives. Use these factors to measure the employee's ability and method in applying his/her leadership traits.

11. Compliance with Rules

Does the employee consistently comply with rules and regulations applicable to him/her and his/her job?

12. Knowledge of Work

This factor should not be confused with, or restricted to, the technical knowledge and employee is required to bring to a specialized job class. It is much broader and includes particularly the range of pertinent policies, regulations, and procedures relating to his/her assignment. Has the employee acquired an acceptable working level of job knowledge?

13. Planning and Organizing

These factors measure the manner and method in which an employee approaches his/her assigned duties, and how successful his/her planning and organizing is in achieving desired results. Does the employee take time to plan the sequence of steps required in carrying out his/her tasks? Or does he/she attack the job thoughtlessly or with such blind enthusiasm that waste and mistakes result or work deadlines are missed? Does he/she make allowances in organizing the job so that all foreseeable circumstances are properly taken into account? Does lack of planning or poor organization indicate reasons for low production and poor quality of work?

14. Quality of Work

The degree of excellence of the work performed over the entire rating period is measured here. In rating this factor, attention should be paid to the consequences of poor quality work. Is the employee's work effective, accurate, and thorough, and is it acceptable to management? Do errors in the employee's work affect the efforts of others? Does poor work too often reflect adversely upon the department? Are reports clear, concise, and accurate?

15. Volume of Acceptable Work

Refers to the amount of work required to meet job standards. Does the employee consistently accomplish a day's work for a day's pay? Does he/she produce enough work so that he/she is clearly a net asset to the department?

16. Accepts Responsibility

Refers to the degree of willingness an employee exhibits when given responsibility and the manner in which the responsibility is carried out. Does the employee readily accept responsibility or does he/she avoid it? Does he/she deny his/her responsibility when things go wrong? Or is he/she quick to own up to his/her failure? Does he/she consistently act in a responsible manner?

17. Interpersonal Skills

How does the employee interact with others, either on a one-to-one basis or in a group? Is he/she responsive to superiors and subordinates? Is he/she a loner or a team player? How does he/she react to colleagues and visitors? Does he/she take extra steps to help others and promote the organization? Take into account the personality of the individual, whether positive or negative, outgoing, pleasant and helpful, or isolated and focused in on himself/herself.

B. PROFESSIONAL STANDARDS

1. Integrity

Use this factor to measure the employee's honesty and truthfulness. It is our belief that all members of the College are and shall be held to a high standard of moral and ethical conduct. Has the employee done anything to bring discredit upon himself/herself and the College? Did the employee do anything to bring credit to himself/herself and the College?

2. Loyalty

Use this factor to measure the employee's loyalty to himself/herself and the College. Like integrity, loyalty plays a very important role in our everyday way of life. Does the employee totally commit himself/herself to achieving the College's goals and objectives? Does the employee support the decisions of his/her supervisor?

3. Moral Support

Use this factor to measure the employee's moral characteristics, i.e. does the employee respect, care about, trust and support other employees? Does the employee seek to resolve conflicts by himself/herself or does he/she rely on others to make the decisions for him/her?

4. Self-Discipline

Use this factor to measure the employee's self-discipline, strength and character traits. Is the employee able to maintain a sense of humor, or is he/she short tempered? Does his/her temper interfere with his/her work? Does he/she listen to problems and complaints with empathy and sensitivity? Does he/she become a part of the solution or part of the problem?

5. Public Contact

Refers to all public communication made through personal contact, telephone conversations, correspondence, and day-to-day interaction regarding the College. Does the employee's behavior reflect qualities of customer service and promote a good public image? Is the employee courteous in his/her public contacts and behavior? Is he/she aware of the necessity of presenting a consistently good appearance to the public?

6. Earns Respect

Use this factor to measure the employee's ability to earn respect from superiors and subordinates alike. Does the employee continue to display a high degree of professional competence and standards, or does the employee require constant supervision and guidance in order to accomplish a less than complex task? Is the employee reliant on others to accomplish his/her own task? Is the employee constantly "passing the buck"?

7. Budgeting Acumen

Refers to the ability, or lack thereof, to plan and prioritize the use of available funds so as to produce maximum benefits and to expeditiously accomplish the missions of the College. Does the employee use good judgement, discretion and creativity in the use of available resources?

8. Utilization of Resources

Refers to the employee's ability to plan and maximize the returns on the use of all available resources including time, materials and personnel? Does he/she identify the goals and individual objectives and determine how best they can be achieved with the best possible use of what is available? Is there a balance in his/her approach? Does he/she look ahead and provide for possible future contingencies? Does he/she look at the total picture and his/her individual role in it? Does he/she readily adapt to changing circumstances and make the best of them?

9. Observance of Work Hours

Refers to punctuality in reporting to or leaving a duty station in accordance with the prescribed schedule of working hours, breaks, or leaves of absence. Can the employee be relied upon to be working when and where he/she is supposed to be?

10. Meeting Deadlines

If work schedules were important enough to set reasonable deadlines, were these deadlines met? If the employee could not meet deadlines, did he/she give advance notice? Did he/she show an honest attempt to meet deadlines?

11. Operation and Care of Equipment

Reflects the employee's concern for safe, responsible, and reasonable operation or use of equipment. Is the employee concerned with conservation of equipment? Does he/she request appropriate maintenance and repair of equipment when necessary?

12. Safety Practices

Ensure that all employees, even those who do not work under physically hazardous circumstances, must comply with reasonable safety practices, particularly in situations involving the public. These practices may reflect specific supervisory directives, or pertain to preemptive measures regarding potentially dangerous conditions, or reflect the use of good common sense. Does the employee endanger his/her own safety or the safety of others by his/her actions? Does he/she help to prevent accidents by practicing good safety procedures?

14. Personal Appearance

It is important for employees of the College to habitually appear neat, smart, and well-groomed.

jtr*04/25/05

STAFF SALARY INCREMENT FORM

MEMORANDUM

TO:

FROM: Human Resources Administrator

SUBJECT: Employee Salary Increment Recommendation
Ref: 4GCA, Chapter 6, Subsection 6202, Salary Increments

DATE:

EMPLOYEE: _____ EMPLOYEE#: _____ PAY: _____

POSITION TITLE: _____ POSITION #: _____

SALARY INCREMENT FROM: _____ TO: _____

EFFECTIVE: _____ WAITING PERIOD: _____ TO: _____

Was employee ever on leave of absence without pay (LWOP) during the appraisal period identified above?

Yes No

If yes, how many days? _____

**RETURN THIS FORM TO THE HUMAN RESOURCES OFFICE
BUSINESS & FINANCE DIVISION**

Date Rec'd for PA: _____ PA# GCC 673 -14F PA DATE: _____

GUAM COMMUNITY COLLEGE

Performance Evaluation Report
Refer to GCC Administrative Directive for completion of the this form

PART I. ADMINISTRATIVE DATA

A. LAST NAME – FIRST NAME – MIDDLE INITIAL:		B. RANK/TITLE:	
C. TYPE OF REPORT: <input type="checkbox"/> SALARY INCREMENT <input type="checkbox"/> INTERIM REPORT <input type="checkbox"/> SPECIAL REPORT <input type="checkbox"/> RELIEF FOR CAUSE		D. WAITING PERIOD: FROM: _____ TO: _____	
E. EFFECTIVE:			

PART II. DUTY DESCRIPTION

A. PRINCIPAL DESIGNATED/DUTY TITLE:	B. SECTION:
C. DESCRIPTION OF DUTIES	

PART III. EVALUATION OF PROFESSIONALISM AND PERFORMANCE

RATING	A. PROFESSIONAL COMPETENCE	RATING	B. PROFESSIONAL STANDARDS
	1. Demonstrates initiative		1. Integrity
	2. Adapts to changes		2. Loyalty
	3. Seeks self-improvement/capacity for growth		3. Moral support
	4. Performs under pressure		4. Self discipline
	5. Attains results		5. Public contact
	6. Displays sound judgment		6. Earns respect
	7. Communicates effectively		◆ 7. Budgeting acumen
	8. Develops subordinates <input type="checkbox"/> N/A (Non-supervisory)		◆ 8. Utilization of resources
	9. Demonstrates technical skills		◆ 9. Observance of work hours
	10. Leadership <input type="checkbox"/> N/A (Non-supervisory)		◆ 10. Meeting deadlines
	11. Compliance with rules		◆ 11. Operation and care of equipment
	12. Knowledge of work		12. Safety practices
	13. Planning and organizing		13. Personal appearance
	14. Quality of work		SUBTOTAL (B)
	15. Volume of acceptable work	◆ Indicates maximum points of three. Add the SUBTOTALS "A" & "B" ratings and enter the sum in the appropriate box in PART VI, SCORE SUMMARY.	
	16. Accepts responsibility		
	17. Interpersonal skills		
	SUBTOTAL (A)	SCORING SCALE: (High) 5 4 3 2 1 0 (Low)	

C. DEMONSTRATED PERFORMANCE OF PRESENT DUTY	
1. RATER'S NARRATIVE EVALUATION: (Provide attachment if necessary)	
2. EMPLOYEE COMMENTS:	

PART IV. EVALUATION OF POTENTIAL

Recommend to Promote ahead of peers

Recommend to Promote with peers

Recommend not to Promote

5

4

3

2-1

0

SUGGESTED TRAINING NEEDS: Comments: (potential for higher-level school, assignment, and supervisory responsibility)

2A. YOUR ESTIMATE OF THIS EMPLOYEE'S "GENERAL VALUE TO THE COLLEGE."

 NO

 UN

 BA

 AV

 AA

 OS

2B. DISTRIBUTION OF MARKS FOR ALL EMPLOYEES OF SAME GRADE/LEVEL

3. CONSIDERING THE REQUIREMENTS OF GUAM COMMUNITY COLLEGE, INDICATE YOUR ATTITUDE TOWARD HAVING THIS EMPLOYEE UNDER YOUR ADMINISTRATIVE/OPERATION/CONTROL.

NOT OBSERVED

PREFER NOT TO

BE WILLING

BE GLAD

PARTICULARLY DESIRE

PART V. AUTHENTICATION

I have verified Administrative Data, PART I, and Duty Description, PART II. I have seen and have discussed this report as prepared by the Rater. I understand that my signature does not constitute agreement nor disagreement with this evaluation.

A. NAME OF RATED EMPLOYEE

SIGNATURE

DATE

I have discussed this Report with the employee, have given a copy of this Report to the employee, and have directly observed the performance of the employee on the job.

B. NAME OF REPORTING SUPERVISOR

SALARY INCREMENT

RECOMMENDED

NOT RECOMMENDED

SIGNATURE

DATE

Refer to Administrative Directive for requirements to discuss contents of report with the rated employee.

I have reviewed this completed Report and the ratings appear to be appropriately justified

C. NAME OF RATER'S SUPERVISOR

SALARY INCREMENT

RECOMMENDED

NOT RECOMMENDED

SIGNATURE

DATE

PART VI. SCORE SUMMARY

PART VII. CERTIFICATION

PART	RATING SCORE	A. OVERALL EVALUATION		OVERALL RATING	
		SUPERVISORY	NON-SUPERVISORY		
III.		+129	+119	<input type="checkbox"/>	OUTSTANDING
IV		128 - 093	118 - 087	<input type="checkbox"/>	SATISFACTORY
TOTAL SCORED		092 - 000	086 - 000	<input type="checkbox"/>	◆UNSATISFACTORY ◆Must Justify

PRESIDENT

SALARY INCREMENT

RECOMMENDED

NOT RECOMMENDED

Mary A.Y. Okada, Ed.D.

SIGNATURE

DATE