Administrative and Administrative Professional Performance Reviews

Process Guidebook

TABLE OF CONTENTS

Introduction **2**

Performance Review Cycle/Frequency **3**

Probationary Performance Reviews 3

Regular Employee/Post-Probation Performance Review Cycle 3

Performance Review Components **3**

Coworker Feedback 3

Coworker Feedback Guidelines ***3***

Coworker Feedback Competencies ***3***

NEOGOV Collection of Feedback ***4***

Self-Evaluation 4

Supervisor Evaluation 4

Performance Review Competencies and Ratings **4**

Core Competencies for Administrative and Administrative Professionals 4

Institutional Effectiveness ***4***

Interpersonal Effectiveness ***4***

Personal Effectiveness ***4***

Additional Administrator Competencies 4

Managerial Effectiveness ***4***

Competency Ratings 5

Performance Review Process Steps **5**

Appendix **5**

Appendix A: Process Scribes (Screenshot Walkthroughs) 5

Appendix B: Competency Rating Descriptions 7

Admin/Admin Professional Competencies ***7***

Administrator Competencies ***11***

Introduction

Performance management is the ongoing process of communication between a supervisor and an employee. Performance management occurs day to day throughout the year and includes a supervisor continuously communicating expectations, setting objectives, identifying goals, providing feedback, removing obstacles, and reviewing results. Ultimately, performance management seeks to ensure the employee has accomplished the goals and responsibilities of their position and has done so in a way that aligns with the vision, mission and the core values of the college.

Performance reviews are a key component of the performance management process. Performance reviews look at the employee's performance for a specific timeframe. They are a snapshot in time providing a forum for formal, formative feedback from the supervisor to the employee.

This guidebook provides an overview of the performance review process for administrators and administrative professionals, which is conducted through NEOGOV. If you are looking for help walking through the process in the system, please reference the Process Scribes in Appendix A.

Performance Review Cycle/Frequency

Administrative and administrative professionals serve two years of probation upon being hired at the college. The cycle or timing of performance reviews is tied to whether the employee is on probation, with more frequent performance reviews given to new employees as they learn about their roles. Once an employee has passed probation and is fully grounded in all aspects of their role, performance reviews occur less frequently.

Probationary Performance Reviews

Employees new to the college or promoted into new roles at the college will receive performance reviews:

- Six (6) months from their date of hire; and
- One (1) year from their date of hire; and
- Twenty-one (21) months from their date of hire.

Regular Employee/Post-Probation Performance Review Cycle

After they have passed probation, employees receive performance reviews:

- Every two (2) years.

Performance Review Components

Coworker Feedback

A key component of administrative and administrative professional performance review is gathering feedback from coworkers regarding their experience of working with the employee receiving the performance review. For employees, gaining coworker insight can help them engage with others more effectively. For supervisors, reviewing coworker feedback surveys is a way to gain insight into how coworkers view their experience working with specific employees. Reading coworker feedback is also an important means of checking experience bias**.** By learning about the experience of others with a specific direct report, a supervisor can check their own beliefs regarding how an employee interacts with others at the college.

Coworker Feedback Guidelines

Employees and supervisors should work together to select a maximum of four (4) coworkers to provide feedback. When selecting coworkers, consider including:

- Individuals from within and outside of the employee's department;
- Individuals from each group the employee works with (i.e. administrative, administrative professional, classified, faculty, part-time faculty, etc.);
- Direct reports;
- External partners.

Coworker Feedback Competencies

Coworkers will provide ratings and can provide feedback on four (4) key competencies:

- Work relationships
- Collaboration
- Communication
- Adaptability and innovation

NEOGOV Collection of Feedback

Coworker feedback is collected through NEOGOV. Once an employee and supervisor have agreed on the individuals who will provide feedback, the supervisor will launch the performance review process in NEOGOV by sending coworker feedback surveys out to the selected individuals.

Self-Evaluation

Self-evaluation provides an employee with the opportunity to reflect on their own performance and share their voice in the performance review process.

Supervisor Evaluation

The supervisor evaluates an employee based on the competencies and rating scales described later in this guidebook. The supervisor will incorporate coworker feedback and self-evaluation content into their evaluation.

Performance Review Competencies and Ratings

The college has adopted a competency-based performance review process. A competency model is a framework for defining the skill and knowledge requirements of a job. The focus of the competency-based performance review is on behaviors, and how the behaviors tie back to successful execution of an employee's goals.

The performance review form is a collection of competencies that define the skills and abilities that enable successful job performance. The college has established a group of core competencies shared by administrators and administrative professionals and an additional set of core competencies specifically for administrators who supervise employees.

Core Competencies for Administrative and Administrative Professionals

There are three (3) shared competency categories and nine (9) shared core competencies for administrators and administrative professionals. They are:

Institutional Effectiveness

- Job knowledge & skill
- Decision quality

Interpersonal Effectiveness

- Diversity, equity, and inclusion
- Communication
- Work Relationships
- Collaboration

Personal Effectiveness

- Accountability
- Productivity

Additional Administrator Competencies

There is one additional competency category for administrators who supervise: managerial effectiveness, which is comprised of three (3) additional competencies:

Managerial Effectiveness

- Coaching/mentoring/supervision
- Fiscal responsibility
- Managing teams

Competency Ratings

Competency ratings aid supervisors in evaluating employee performance in a specific competency by defining what performance at each level looks like. The college utilizes a four-tier rating scale. The rating levels are: underperforming, developing, skilled, and exceptionally skilled.

Rating	Description
Underperforming	Consistently fails to meet expectations in multiple competencies within a single core competency category. Needs significant improvement in critical performance areas. Does not contribute to the success of department or CCC. Requires considerable supervisory effort.
Developing	Occasionally meets expectations. Needs further development in one or more areas. Working on becoming a solid contributor to the success of the department and CCC. Requires moderate, routine direction.
Skilled	Consistently meets expectations and occasionally exceeds them. Solid contributor to the success of the department and CCC. Requires general direction.
Exceptionally Skilled	Frequently exceeds expectations. Exceptional contributor to the success of the department and CCC. Requires almost no supervisory effort. Influences others and the organization.

To aid supervisors in completing performance reviews, detailed descriptions of performance at each rating level for each competency have been developed and incorporated into the performance review form in NEOGOV. You can also view these descriptors in Appendix B.

Performance Review Process Steps

1. **Coworker Feedback Survey**
    a. The supervisor and employee meet to identify four (4) coworkers for the survey.
    b. The supervisor launches the survey in NEOGOV.
2. **Self-Evaluation**
    a. The employee completes ratings (and optionally, comments) for themselves in the system.
    b. The employee "submits" the review to their supervisor.
3. **Supervisory Review**
    a. The supervisor reviews coworker feedback and the employee self-evaluation.
    b. The supervisor completes ratings and comments in the system.
    c. The supervisor "submits" the review to the employee.
4. **Performance Review Meeting**
    a. The supervisor schedules a performance review meeting with the employee with at least 48 hours advance notice AFTER releasing the review.
    b. The supervisor and employee meet to discuss the review.
    c. (If applicable) The supervisor makes any agreed upon changes to the review then submits it to the employee.
5. **Review Approval**
    a. The employee approves and signs the review (with the option to provide final comments).
    b. The supervisor approves and signs the review (with the option to provide final comments).
    c. The supervisor's supervisor approves and signs the review.
6. **Congrats! The review is complete!**

Appendix

Appendix A: Process Scribes (Screenshot Walkthroughs)

- Admin/Admin Professional Reviews – Employee Steps

- Admin/Admin Professional Reviews – Supervisor Steps

Appendix B: Competency Rating Descriptions

Admin/Admin Professional Competencies

The following table shows the rating descriptions for each competency for all admin/admin professionals.

Competency	Underperforming	Developing	Skilled	Exceptionally Skilled
Accountability	Work habits, behaviors, and actions interfere with or do not support the performance of job duties and requirements; does not take responsibility for mistakes or lack of productivity or results; may not deliver on work commitments; may not accept feedback from supervisor or co-workers; may not understand the impact of their action or inaction on others or the team.	Inconsistently meets commitments to others or delivers on commitments late; occasionally dismisses the importance of work responsibilities; does not understand the connection between their work and the work of others; may not or be slow to accept feedback, redirection, and instruction from supervisor and co-workers; may not seek out the advice or guidance of others; may not seek clarification when expectations are unclear.	Takes responsibility for actions and results, both positive and negative; responds to mistakes by proactively seeking solutions or correcting errors; consistently meets commitments; seeks and works to adapt to feedback on a regular basis; asks questions to ensure understanding; adjusts to incorporate advice or suggestions from peers and supervisors.	Takes personal accountability for decisions, actions, results and failures; identifies barriers to work and actively seeks solutions; owns their work; recognizes where responsibilities end and another's begin; exceeds commitments to others; demonstrates a genuine interest in hearing feedback from others; evaluates and modifies behaviors as a result of feedback.
Adaptability and Innovation	Uncomfortable with change or uncertainty; less efficient and productive in times of ambiguity; may like to do the same things the same way; becomes uncomfortable or lacks composure during times of change or ambiguity; may be resistant to implementing new methods or performing new tasks.	Usually composed and flexible but is flustered by shifting priorities, interruptions, or unplanned events; has difficulty adapting to last-minute changes or redirection; may be slow or reluctant to incorporate new work methods; may be reluctant to try or adapt to new ways of completing work; may be beholden to the “Clackamas Way”.	Able to adapt to organizational change; can act without understanding the total picture, can comfortably handle risk and uncertainty; maintains composure and stays on task despite added stresses caused by interruptions or unplanned events; responds to changes in work direction and prioritizes work accordingly.	Adapts quickly to change; remains composed, calm, and in control during tough times; identifies improvement opportunities and implements changes with a high degree of awareness regarding potential impacts; readily considers new approaches; can predict how ideas will play out; works to take a creative idea and put it into practice; senses changing conditions and can rapidly adapt to new information or situations without direction; persists towards solutions and outcomes

				in changing environment; takes well-reasoned, calculated risks to enable optimal outcomes.
Productivity	May not actively engage in work; may not link personal tasks to larger objectives; considerable supervisory effort is required; lacks attention to detail resulting in mistakes, frequent rework, or poor work products; rarely follows policies and/or procedures; may have unreliable attendance and punctuality.	Requires moderate direction, occasional correction, and general day-to-day supervision; developing understanding of what work tasks are most important; usually follows policies and established processes; looks up or ask others for procedures or policy rules, sometimes after-the-fact; generally reliable attendance and punctuality; developing routines related to work engagement.	Demonstrates initiative and seeks value-added work; uses time efficiently and responds quickly and constructively when confronted with challenges; prioritizes tasks based on importance; understands how their work impacts others and the team; seeks to improve outcomes and processes; suggests process improvement; understands and follows policies and procedures; suggests policy and process improvements; requires little redirection and supervision; reliable attendance and punctuality; keeps appointments and arrives prepared; regularly engages in work throughout the work day.	Pursues work with energy, drive and a need to advance the college's vision, mission and values; preservers in the face of resistance or obstacles; utilizes a range of tools, habits, behaviors, and actions to enable efficiency and effectiveness; recognizes when policies should be improved and takes active steps to achieve change; requires only high-level direction and periodic progress checks; values the time of others; leverages resources across the organization to accomplish work.
Diversity, Equity, & Inclusion	May not adopt respectful workplace or cultural competence concepts.	Beginning to develop an awareness of cultural differences between individuals; building an understanding of the value of a diverse workforce, including diversity of thought or experience; readily seeks opportunities to learn in order to enhance interactions within a diverse workplace; may incur missteps due to limited understanding rather than insensitivity.	Self-aware regarding how personal behaviors, including cultural competence, impact others; sets an example of positive interactions with individuals of varying backgrounds; encourages diversity of thought and champions a diverse and culturally competent workforce to peers and supervisors; conduct reflects a full understanding of how personal values and biases impact others and how personal behavior	Perceives and assesses own interpersonal conduct and develops improvement and growth strategies; seeks to expand and improve own cultural competency; motivates others to endorse and champion diversity & inclusion; actively participates in efforts to make the work environment more inclusive; seeks out different viewpoints and leverages the benefits of different perspectives. Motivates and models compassionate

			creates an inclusive and respectful workplace.	accountability to interrupt the disparate impacts of system of power, oppression and discrimination.
Work Relationships	Poor listening skills which can lead to misunderstandings or misinterpretations; reluctance or inability to work collaboratively with team member(s); challenges in establishing rapport and building trust with colleagues; tendency to come across as unapproachable or difficult to work with; may not demonstrate sensitivity to the needs, feelings, or opinions of others; may lack awareness of impact of personal behaviors on others.	Relates well to most; avoids or is not yet skilled in handling conflict; may be reluctant to express divergent opinions; may be inpatient to get on with the agenda in meetings; may misinterpret other's intentions, actions, or communications; is developing awareness regarding the impact of personal behaviors on others.	Builds constructive and effective work relationships; understands individual and group intentions, needs, what they value and how to motivate them; constructively offers divergent opinions; addresses difficult situations; does not avoid conflict or interpersonal challenges; helps others to feel valued and included in discussions.	Builds rapport and works well with all kinds of people – up, down, sideways and inside and outside of the college; considers a variety of perspectives and encourages expression of new and different ideas; able to respectfully and constructively challenge established thinking and introduce new concepts; models a collaborative work style; anticipates interpersonal anxieties in others and adapts behaviors, approaches, or situations to create and enhance experience and enable better outcomes.
Communication	Does not communicate effectively; does not think about who needs to know and when; does not convey information or the information conveyed inaccurate; may provide too much information; or share it too late; may not respond to others.	Sometimes communicates effectively; informs some better than others; is inconsistent in establishing who needs to know and when; at times, doesn't think or listen to the data needs of others; may not be thoughtful of the most effective method or sensitive to the timing of a communication; may be late in informing; may be slow to respond to others.	Communicates effectively in a variety of settings: one-on-one, small and large groups, or among diverse styles and position levels; attentively listens to others; identifies stakeholders and proactively informs individuals and groups of impacts, project status or outcomes; adjusts communication methods, styles and message to fit the audience; provides timely and helpful information to others; encourages the expression of diverse ideas and opinions; invites and supports participation of others in meetings or other	Acts as a conduit of organizational information, messaging upwards, downwards, and laterally and across workgroups; communication efforts are inclusive of a broad set of perspectives including those of students, the community, external stakeholders, staff, and the college as a whole; adapts communication methods, style and modality to ensure optimal understanding; aware of and manages nonverbal communication;; regarded by as a reliable resource for

			interactions; is open to questions and skillfully responds to those that may challenge the message.	information; fosters an environment for sharing information; can defuse those that may challenge the message skillfully; able to successfully manage, redirect, interrupt or defuse complex or challenging communication situations.
Collaboration	May be resistant or hesitant to work with others; may not be open to the suggestions of others; may not contribute to group work or undermine team efforts; may be focused on technical or individual results without sufficient regard for relationships or work group interests.	Participates and is cooperative in group work environments; lends ideas and assistance when asked; may limit involvement in team projects or individual contributions; may not volunteer ideas for improvement.	Fosters a productive and engaged environment where new ideas are promoted; facilitates effective brainstorming; actively participates in group work; seeks opportunities to contribute; shares knowledge and information in order to complete activities; works to effectively implement new programs or ways of doing work; can comfortably manage risk or uncertainty regarding new processes or initiatives.	Fosters interdisciplinary and inter-division work; collaborates across the college divisions to achieve common goals; embraces diverse perspectives to promote or nurture innovation; strikes a balance between individual tasks and team goals; can predict how potential ideas will play out; advances the success of others and acknowledges their support.
Job Knowledge & Skill	Lacks job knowledge or expertise; does not demonstrate skill or proficiency in one or more key areas; requires considerable supervisory effort; does not deliver results.	Basic to intermediate job knowledge and expertise; learning technical/professional procedures and starting to use them effectively; work may need to be assigned on a project-by-project or task-by-task basis or need to be performed with guidance; work is guided by established practices and processes.	Intermediate to advanced functional and technical job knowledge and expertise; aware of technical, professional, or industry trends; self-reports on progress and requires limited supervisory follow-up; may be asked to take on work outside of normal responsibilities.	Demonstrates advanced knowledge of best practices in area of expertise; considered a subject matter expert; can be entrusted to function beyond the scope of regular responsibilities; self-reports on progress; recognizes and informs on critical developments; able to apply expertise to new or emerging situations.
Decision Quality	Deficient in the ability to make effective and sound decisions. May reach for quick solutions or reach conclusions before	Decisions may be limited by lack of experience and/or technical understanding; lacks confidence in decisions; rarely makes	Decisions are technically sound and supported by industry or college standards, policy, and/or established practice; able to	Decisions are supported by professional experience and technical knowledge; effectively analyzes situations and easily

	conducting research or analysis; problem solving approaches lack logical foundations; may rely too heavily on "work-arounds".	decisions without supervisory review; may not gather necessary information or facts for effective decision making; may exceed or lack understanding of decision-making authority. Individuals in this stage should recognize current limitations and be aware of areas they need improvement, seeking feedback to gain insight.	accurately anticipate potential outcomes; identifies obstacles and seeks help or resources to overcome them; explores and utilizes available technical and professional resources; exhibits confidence in decisions; solutions or decisions are sound when assessed over time.	translates concepts to complex problems; anticipates impacts and explores a variety of approaches; leverages resources across the college to accomplish work; often recruited for special projects or cross-functional teams; develops or proposes process or quality improvements; sought out by others for advice and solutions; judgement or decisions prove sound over time.

Administrator Competencies

The next table of competencies and descriptors only applies to administrators who supervise.

Competency	Underperforming	Developing	Skilled	Exceptionally Skilled
Coaching/ Supervision	Does not set clear employee performance expectations; may not provide consistent, constructive or actionable feedback to team members; may not hold staff accountable for performance; may not recognize performance problem(s), address them and/or provide opportunities for correction; may not prioritize employee growth or learning.	Inconsistent in setting employee expectations; may be slow to identify employee strengths and opportunities to provide developmental feedback; when performance issues are recognized, seeks assistance from available resources; feedback may be indirect, unclear, or not actionable; may be reluctant to explore developmental opportunities for direct reports; may see situations in isolation and miss opportunities for correction; may be reluctant to hold team members accountable for interpersonal or performance concerns.	Creates a climate where employees perform well; sets achievable expectations for team members; is aware of individual performance, strengths, and opportunities; readily shares knowledge and expertise with others; provides staff with developmental feedback and opportunities that maximize potential; empowers and enables staff to complete assignments; invites participation and dialogue from team regarding professional development interests and opportunities; addresses interpersonal and performance concerns; holds staff accountable.	Creates a climate where employees perform their best; sets clear and obtainable expectations for team members; inspires and motivates the team members toward goal accomplishment; empowers staff by sharing information, affording stretch opportunities, and showcasing employee talents; provides consistent, formative feedback; develops leadership skills in others through feedback and guidance in practice; intervenes early to address interpersonal or performance matters; holds employees accountable.
Fiscal Responsibility	Infrequently monitors budgets; does not consider financial	Leverages appropriate resources to comply with budget	Knowledgeable about budget management processes;	Demonstrates broad understanding of financial

	impact of decisions; rarely plans long-range financials; may not understand the college or division's budget and/or budgeting principles.	management processes and policies; seeks assistance to analyze implications of key financial indicators of department's or division's fiscal requirements; developing systems to monitor and manage budget; working to gain an understanding of long-range financial planning and its impact.	effectively projects fiscal needs and requirements; routinely monitors department spending and manages variances; responsibly uses fiscal resources; committed to meeting and managing long-range financial planning needs; factors risk and liability.	management practices; budget planning activities evidence well-reasoned, proactive cost-containment strategies and maximization of resources; plans department/division actions around financial planning, the impact to the organization, and risk management.
Managing Teams	Ineffective at setting clear expectations; goals and targets are not set; fails to recognize team performance problems; feedback is not provided or is unclear; tracking is inconsistent; does not recognize the need to or need for corrections; tasks or progress are not well monitored; conflicts on the team may not be resolved; may not be able to identify or remove barriers or obstacles that affect outcomes.	Works to establish expectations for team projects and objectives; may not develop measurable goals; may set goals and targets which are too easy or too difficult to achieve; occasionally misses targets or deadlines; may not empower team by delegating tasks or decisions; may not be able to organize work flow effectively; may be reluctant to resolve team conflicts impacting the work; may create work-arounds to barriers or obstacles without resolving the root cause.	Establishes clear expectations for team results and checks for understanding; knows how to organize people and activities; clearly delegates both routine and important tasks and decisions; understands how individual work impacts the whole; able to separate and combine team tasks into an efficient workflow; measures team performance against goals; ensures outcomes and projects are completed in a timely manner; identifies and addresses tea, conflicts that impact the work or work environment; identifies root causes for obstacles and delays; removes barriers.	Sets and communicates a compelling and inspired vision and sense of core purpose for the team; connects the team's work to the college's vision, mission and values; establishes milestones and goals in support of team objectives and outcomes; lays out team expectations in a planned and organized manner; inspires and motivates teams toward goal accomplishment; defines success in terms of the whole team; distributes workload effectively; anticipates and adjusts for obstacles and roadblocks; adjusts team objectives and responsibilities as needed; develops short and long-term strategies to anticipate division advances and staffing trends; ensures continuity of workforce skill/knowledge; evaluates and holds team accountable for results.