

NEEDS IMPROVEMENT EXAMPLE

Name	William Worksafe	Manager		Linda Laboratory
Title	Manager- Health & Safety	Grade		12
Review Period	07/01/2007 to 06/30/2008 <small>Review period is mm/dd/yyyy to mm/dd/yyyy</small>	School/Department		Health & Safety
Date of Review	06/01/2008			

Job Duty or Responsibility
<p>Compliance - Ensures the handling of hazardous materials in compliance with federal, state and other regulations. Reports hazardous material incidents to appropriate government agencies. Ensures that warnings from inspectors are addressed and problems are resolved in a timely manner in accordance with inspector findings.</p>
<p>Inspections and Investigations - Ensures that Schools and Departments follow all safety related guidelines and follow-up on inspection recommendations. Oversees the maintenance of complete, accurate, and timely records of safety violations.</p>
<p>Training & Communications - Manages the delivery of health & safety training across the University. Tracks changes in legislation and develops training programs in accordance with new legislation. Communicates changes in legislation with relevant stakeholders. Maintains effective communications with colleagues both in/outside department.</p>
<p>Managing Staff - Sets performance goals with staff members and ensures that goals are directly linked to Department goals for the year. Provides feedback to staff members ongoing throughout the year in a timely manner. Addresses performance issues within team and creates a climate of recognition and appreciation for work that is performed well.</p>
<p>Planning, Budgeting and Work Improvements - Develops budget forecasts and plans for upcoming year in conjunction with Director. Anticipates future costs and expenditures for work-unit. Manages and stays within current budget levels. Communicates staffing level needs to Director. Engages staff within team to find ways to find work improvements and reduce costs.</p>

Goal (outcome)	Key Actions, Measures of Success & Timeframe	Actual Results
<p>Ensure 100% of all government inspector warnings are addressed within schools and departments within 10 working days by June 30, 2008.</p>	<ul style="list-style-type: none"> Identify previous year results by compiling data from 2006-2007 by September 30, 2007. Meet with all internal stakeholders to determine why recommendations were not implemented by November 30, 2007. Agree to process and future actions steps to address government inspector warnings with internal stakeholders by December 31, 2007. Implement new process and action steps by January 31, 2008. Track and monitor progress starting February 1, 2008 and communicate results on a monthly basis. Address any outstanding issues with schools or departments ongoing. 	<ul style="list-style-type: none"> 100% of all government inspector warnings were addressed within schools and departments within 10 working days by June 30, 2008. Key action steps were addressed within stated timelines. School/Department feedback was generally positive towards initiative and somewhat successful by key stakeholders.

<p>Reduce days lost due to accidents to no more than 1% of total days worked by January 1, 2008.</p>	<ul style="list-style-type: none"> • Identify top 5 reasons for lost time accidents from previous year using data reports and colleague feedback by July 31, 2007. • Develop a communications and training program with assistance of team members and communications department by August 31, 2007. • Implement training and communications program by September 1, 2007. • Monitor progress using data tracking sheets with Human Resources Department starting October 2007. • Communicate results on a monthly basis starting November 2007. 	<ul style="list-style-type: none"> • Days lost due to accidents were reduced to no more than 2% of total days worked by January 1, 2008. • Key action steps were addressed within stated timelines. • School/Department feedback was generally positive towards initiative and deemed somewhat successful by key stakeholders.
<p>Develop a process so that 95% of new staff members are trained in the handling of hazardous materials within their first month at Columbia University by December 31, 2007.</p>	<ul style="list-style-type: none"> • Work with Human Resources Department to establish a process for accurately tracking new hires to the University by September 30, 2007. • Create a format to accurately capture all colleagues who attended a training program on hazardous materials by September 30, 2007. • Report numbers of training program attendees starting October 31, 2007. • Determine new staff that did not attend program and ensure they are booked into next available session starting November 30, 2007. 	<ul style="list-style-type: none"> • Process developed so that 95% of new staff members were trained in the handling of hazardous materials within their first month at Columbia University by December 31, 2007. • Key action steps were addressed within stated timelines. • School/Department feedback was positive towards initiative and deemed successful by key stakeholders.
<p>Communicate work goals for all staff within your team by September 30, 2007. Conduct formal coaching check-in meetings with all staff in your team every 3 months.</p>	<ul style="list-style-type: none"> • Build and confirm goals for your position with Director by July 31, 2007. • Establish and conduct meetings with all direct reports and share your goals with them to cascade goals to the next level by August 31, 2007. • Performance goals for all staff finalized by September 31, 2007. • Provide ongoing coaching to staff members and conduct formal review meetings with staff on a quarterly basis throughout the year. 	<ul style="list-style-type: none"> • Work goals communicated to all staff within your team by September 30th, 2007. • Conducted formal coaching check-in meetings with all staff in your team every 3 months. • Staff indicated a mixed understanding of Department goals as evidenced in staff feedback survey.
<p>Provide work-unit budget for upcoming year by January 31, 2008, and manage annual budget on a monthly basis so that it is within 10% of forecast by fiscal year end.</p>	<ul style="list-style-type: none"> • Analyze current year budget results to determine upcoming year anticipated budget and resource needs by December 31, 2007. • Share findings with Director and recommendations by January 31, 2008. • Monitor current year budget expenses on a monthly basis, and encourage team members to understand the budget and track expenses closely ongoing. • If budget is tracking to come over forecast, identify and recommend solutions to Director to ensure budget is not over by fiscal year end ongoing. 	<ul style="list-style-type: none"> • Work-unit budget for upcoming year prepared on time. • Managed annual budget on a monthly basis to within 12% of forecast by fiscal year end.

Performance Attributes:

Initiating Action

Takes prompt action to accomplish objectives; takes action to achieve goals beyond what is required; is proactive

Key Actions

- Responds quickly—Takes immediate action when confronted with a problem or when made aware of a situation.
- Takes independent action—Implements new ideas or potential solutions without prompting; does not wait for others to take action or to request action.
- Goes above and beyond—Takes action that goes beyond job requirements in order to achieve objectives.

Comments

William met expectations in the area of initiative over the past year. He did not require much supervision, and there were instances where he went above and beyond in his actions.

Where William did less well on initiative was in attempting to exceed any of the stated goals. In general, once a goal was accomplished, he would need direction for the next task or project, rather than using anything learned on the past project as an idea for an advancement, improvement, or next step. In other words, William's initiative skills tended to operate within the bounds of assigned work but not in any attempt to proactively advance to the next level of change or development.

Communication

Clearly conveys information and ideas through a variety of media to individuals or groups in a manner that engages the audience and helps them understand and retain the message.

Key Actions

- Organizes the communication—Clarifies purpose and importance; stresses major points; follows a logical sequence.
- Maintains audience attention—Keeps the audience engaged through use of techniques such as analogies, illustrations, humor, an appealing style, body language, and voice inflection.
- Adjusts to the audience—Frames message in line with audience experience, background, and expectations; uses terms, examples, and analogies that are meaningful to the audience.
- Ensures understanding—Seeks input from audience; checks understanding; presents message in different ways to enhance understanding.
- Adheres to accepted conventions—Uses syntax, pace, volume, diction, and mechanics appropriate to the media being used.
- Comprehends communication from others—Attends to messages from others; correctly interprets messages and responds appropriately.

Comments

William met expectations in the area of communication over the past year.

For the most part, communications were delivered in a clear and concise manner, yet there are some areas of development for him to focus on. For the most part, William was a good public speaker. He did not have any distracting body language or vocal habits, and he was able to display confidence about his message. He was not remembered as a particularly effective or engaging speaker, however. He tended to simply deliver his message and stop rather than attempt to engage the audience and bring them into his presentation. William tended to do better when presenting basic or prepared messages. There were times when he struggled to effectively convey more complicated ideas or answer questions "off the cuff."

Decision Making

Identifies and understands issues, problems, and opportunities; comparing data from different sources to draw conclusions; uses effective approaches for choosing a course of action or developing appropriate solutions; takes action that is consistent with available facts, constraints, and probable consequences.

Key Actions

- Identifies issues, problems, and opportunities—Recognizes issues, problems, or opportunities and determines whether action is needed.
- Gathers information—Identifies the need for and collects information to better understand issues, problems, and opportunities.
- Interprets information—Integrates information from a variety of sources; detects trends, associations, and cause-effect relationships.
- Generates alternatives—Creates relevant options for addressing problems/opportunities and achieving desired outcomes.
- Chooses appropriate action—Formulates clear decision criteria; evaluates options by considering implications and consequences; chooses an effective option.
- Commits to action—Implements decisions or initiates action within a reasonable time.
- Involves others—Includes others in the decision-making process as warranted to obtain good information, make the most appropriate decisions, and ensure buy-in and understanding of the resulting decisions.

Comments

William met expectations in the areas of decision making and judgment over the past year. He functioned at a satisfactory level with most aspects of the decision-making process, including identifying which decisions needed to be made and then actually making them effectively. He generally exercised good judgment in these and other activities.

William satisfactorily completed activities at the beginning of the decision-making process. He recognized when a process or discussion had stalled such that it needed a decision to move it to the next level. When pushed, he was able to call for or make decisions in situations without detailed instructions or when the decision had to be made without all the desired information. He was not comfortable in these instances, however, and at times delayed making decisions in these less-than-ideal conditions, even when these delays were not optimal. William attempted to make decisions independently, although he was really only at ease doing this for decisions where he had high levels of expertise. For decisions where he was less informed, he repeatedly polled other parties (whether or not they were relevant) for their opinions and needed to get advice from me before taking any action, thinking that this would help mitigate the risk of any criticism he would garner as a result of a bad decision.

Delegating Responsibility

Allocates decision-making authority and/or task responsibility to appropriate others to maximize the university's and individuals' effectiveness.

Key Actions

- Shares appropriate responsibilities—Allocates decision-making authority and/or task responsibility in appropriate areas to appropriate individuals (considering positive and negative impact, university values and structures, and the enhancement of the individual's knowledge/skills).
- Defines parameters—Clearly communicates the parameters of the delegated responsibility, including decision-making authority and any required actions, constraints, or deadlines.
- Provides support without removing responsibility—Suggests resources and provides assistance or coaching as needed; expresses confidence in the individual.
- Stays informed—Establishes appropriate procedures to keep informed of issues and results in areas of shared responsibility.

Comments

William demonstrated the ability to delegate last year. For the most part, he knew when and what to delegate and tried to balance giving enough work to employees to empower them but not so much that they felt overwhelmed. When he gave staff work to do, William tried to ensure they had the resources needed to succeed. He answered questions and set up any needed training they required.

Developing Others

Plans and supports the development of individuals' skills and abilities so that they can fulfill current or future job/role responsibilities more effectively.

Key Actions

- Collaboratively establishes development goals—Works with individuals to identify areas for development, understand need for improvement, and set specific development goals.
- Collaboratively establishes development plans—Works with individuals to identify options for meeting development goals; explores environmental supports and barriers to development; jointly determines appropriate developmental activities.
- Creates a learning environment—Secures resources required to support development efforts; ensures that opportunities for development are available; offers assistance to help individuals overcome obstacles to learning.
- Monitors progress—Gives individuals specific feedback on their performance related to established goals; highlights key positive and negative performance issues; adjusts plans to ensure development.

Comments

William met expectations in the area of developing others over the past year. Specifically, he met expectations in the areas of coaching and developing, delegating, and giving feedback including performance appraisals. William spent time coaching and developing his employees last year. He was aware of the broadest strengths and development needs for each of his staff. He provided support and guidance to his employees, mostly when asked but also at times when he saw a need. If an employee excelled at something, he recognized it and encouraged more of the same behavior. He kept his employees' career development goals in mind and attempted to match them up with experiences designed keep them in the direction of achieving those goals.

OPPORTUNITIES FOR DEVELOPMENT IN CURRENT ROLE AND CAREER

Areas to be developed	Activity (training, coaching, etc.)	Timeframe
Initiating Action Takes prompt action to accomplish objectives; takes action to achieve goals beyond what is required; is proactive.	<ul style="list-style-type: none"> • Attend a training program • Receive formal coaching and feedback from Director based upon performance observations on a weekly basis. • Work with colleague who excels in this area 	<ul style="list-style-type: none"> • By December 31, 2008. • Ongoing • Ongoing
Communication Clearly conveys information and ideas through a variety of media to individuals or groups in a manner that engages the audience and helps them understand and retain the message.	<ul style="list-style-type: none"> • Attend a training program • Receive formal coaching and feedback from Director based upon performance observations on a weekly basis. • Work with colleague who excels in this area 	<ul style="list-style-type: none"> • By December 31, 2008. • Ongoing • Ongoing
Decision Making Identifies and understands issues, problems, and opportunities; comparing data from different sources to draw conclusions; uses effective approaches for choosing a course of action or developing appropriate solutions; takes action that is consistent with available facts, constraints, and probable consequences.	<ul style="list-style-type: none"> • Attend a training program • Receive formal coaching and feedback from Director based upon performance observations on a weekly basis. • Work with colleague who excels in this area 	<ul style="list-style-type: none"> • By December 31, 2008. • Ongoing • Ongoing

OVERALL RATING

****Click here to select rating****

- Exceeds Expectations: Performance was clearly superior, consistently exceeded the expectations and the requirements of the position.
- Meets Expectations: Performance met the expectations and the requirements of the position. Meets the high performance standards of the School or Department.
- Needs Improvement: Performance was inconsistent with regard to the expectations and the requirements of the position. Steps must be taken to further develop targeted areas which will improve overall performance.**
- Does Not Meet Expectations: Performance was below standard with regard to the expectations and the requirements of the position. Steps must be taken to improve overall performance.

Staff Member is on formal performance plan.

OVERALL

Manager Comments

William overall had a strong performance year and is a valued member of the Health & Safety Department. William performs some major areas of his job duties with competence, and needs to improve in some other targeted areas during the upcoming year to become competent in all aspects of his position. William takes his goals and commitments seriously, and is diligent in keeping other up to date on progress towards these goals. William can further develop in the areas of initiating action, communication and decision making, which will further enhance his skills and abilities to help him become competent in his current position.

Overall an inconsistent contribution was made by William and his team, and his performance still needs to improve to meet the high standards and expectations set forth for the Department. I am confident that if you focus in the areas outlined above, you will be more successful in the upcoming year.