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| **Annual Performance Summary**  **Management Group** |  |

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| **Name:** |  | | | | | | |  | |
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| **Position:** | |  | | | | | |  | |
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| **School / Department:** | | | |  | | | | | |
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| **Review Period** | | | **From:** | |  | **To:** |  | |  |
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**Process Overview: Policy Reference – Section 6.0 of Management Terms and Conditions**

1. Performance goals, objectives, and behavioral expectations (consistent with individual’s Job Description) should be set and/or clarified through collaboration and discussion at the beginning of the review period. The **Outcomes Expected** should be documented by completing the left hand column of **Section A1**.
2. Throughout the review period, regular performance feedback and coaching is provided by the manager to assist the individual in achieving her/his goals, or to adjust the goals. Any changes to the original performance plan should be documented.
3. Performance is formally assessed and documented at the end of the review period. The **Outcomes Achieved** are documented by completing the right hand column of **Section A1**. Feedback on the individual’s use of the applicable **Core Leadership Competencies – Strengths and Growth Opportunities** should be discussed and recorded in **Section A2**.
4. An **Overall Performance Assessment** rating is determined based upon the full spectrum of the individual’s performance during the review period. The rating should be recorded by checking the appropriate box in **Section B**.
5. A **Learning Plan** should be developed and documented in **Section C**. The activities planned should address any improvement opportunities noted during the discussion.
6. Before discussing any salary adjustment with the employee, the appraiser must discuss the recommended increment with their manager.
7. Please forward all signed documentation to Total Compensation, Human Resources prior to April 29, 2016.

| **Section A1: Goals and Accomplishments**  *Use this section to document the goals set at the start of the review period and the results achieved throughout the year. Activities that may not have been contemplated during the initial planning process should also be included. Attach supplementary documentation (e.g. relevant portion of Operational Plan, Job Description, etc.) if more space is required.*  **Outcomes Expected** for the period were: **Outcomes** **Achieved** during the period were: | | | |
| --- | --- | --- | --- |
| **1)** |  | **1)** |  |
| **2)** |  | **2)** |  |
| **3)** |  | **3)** |  |
| **4)** |  | **4)** |  |
| **5)** |  | **5)** |  |
| **6)** |  | **6)** |  |
| **7)** |  | **7)** |  |
| **8)** |  | **8)** |  |

**Section A2: Core Leadership Competencies – Strengths and Growth Opportunities**

*Use this section to discuss and document the methods and skills used by the individual throughout the review period. BCIT’s Leadership Competencies should be utilized as the basis of the feedback.*

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| **Describe the key strengths demonstrated throughout the review period.** | |
| **Competency** | **Comments** |
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| **Describe the key opportunities for skill enhancement observed throughout the review period.** | |
| **Competency** | **Comments** |
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**Section B1: Overall Performance Assessment**

Based upon the individual’s execution of their core job functions, the results documented in Section A1 & A2, and relevant unforeseen activities undertaken during the review period, the individual’s performance during the Review Period is rated at:

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| |  | | --- | |  | | **Exceeding:**  describes individual performance that consistently exceeds expected levels in most or all areas of the job. |
| |  | | --- | |  | | **Fully Satisfactory:**  describes individual performance that consistently meets expected levels in most or all areas of the job. |
| |  | | --- | |  | | **Developing:**  describes individual performance that is making satisfactory progress towards the expected levels in most or all areas of the job. |
| |  | | --- | |  | | **Unsatisfactory:**  describes individual performance that consistently fails to meet expected levels in fundamental job requirements and where significant, immediate improvement is required. |

**Section B2: Manager’s Summary Comments:**

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**Section B3: Sign off**

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| **I have had the opportunity to review and discuss this performance appraisal with my manager:**   |  |  |  | | --- | --- | --- | |  |  |  | | Employee |  | Date |   **I have discussed this performance appraisal with the employee:**   |  |  |  | | --- | --- | --- | |  |  |  | | Appraiser |  | Date |   **I concur with this performance appraisal:**   |  |  |  | | --- | --- | --- | |  |  |  | | Appraiser’s Manager’s Signature |  | Date | |  |  |  | |

**Section B4: Employee Comments:**

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**Section C: Learning Plan**

*Based upon the leadership strengths and the opportunities for improvement identified, detail specific initiatives targeted to current and future professional growth. Activities identified relative to growth in the individual’s professional or business acumen skill set should also be recorded here.*

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| **Skill/Competency** | **Developmental Activities** |
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**BCIT’s Leadership Core Competencies**

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| --- | --- | --- | --- | --- |
| **People Management** | Communicates clearly - both orally and in writing | Inspires, persuades and encourages others | Uses inclusivity, collaboration, and consultation to build relationships and teams | Holds others and self, accountable for successes and failures |
| **Personal Characteristics** | Open to new ideas, challenges the status quo appropriately – comfortable with ambiguity | Values the diverse characteristics of individuals; treating everyone with respect | Honesty and integrity – conducts business transparently | Committed to continuous development of self and others |
| **Executing Vision and Mission** | Properly manages projects, budgets, results, and timelines | Correctly assesses risk and return to make complex decisions | Encourages and manages innovation in problem solving and new initiatives |  |
| **Strategic Focus** | Deeply understands school/ departmental markets, competitors and customers | Takes action based upon a wide, interdisciplinary, and strategic perspective | Identifies and articulates a long-term vision for future |  |

| **Section D: Looking forward**  *Use this section to document the goals being considered for the next review period.*  *When they are finalized they should be transferred, along with any other expectations (consistent with the individual’s Job Description) to the left hand column in* **Section A1 Outcomes Expected** *of the document that will be used for next year’s performance appraisal.*  *A copy of this page* ***does not­ need*** *to be forwarded to Human Resources.* | |
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