

Pierce College Professional Development Plan Performance Expectations (Supervisor & Employee)

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| Purpose of Plan and Review <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Trial Service <input type="checkbox"/> Probationary | | |
| Employee Last Name Sample | Employee First Name Example | Employee Middle Initial |
| Empl ID Number 00000 | Classification Sample Employee | Position Title Sample Employee |
| Position Number | Agency/Division/Unit | Supervisor |

Position Linkage with Organizational Mission and Strategic Plan

What is the organization's mission and how do the duties and responsibilities of this position link or contribute to the achievement of the mission, goals, and objectives of the organization? Provide brief summary.

This position is essential to supporting a diverse culture through training and development activities. This position actively supports and engages in Pierce College's goals for equity and inclusion in order to provide access and support for our diverse community of learners.

Part 1: Performance Expectations

Based on the position's major responsibilities, outline the key results and competencies expected of the employee during this performance period. Limit the list to those that are key. Check with your Human Resources office regarding any special instructions around determining what competencies to use.

Key Results

What are the most important objectives, outcomes, and/or special assignments to accomplish in order to be successful during this time period?

1. Training & Development: Continue to develop knowledge and skills related to current Pierce College training and development processes. Work closely with Director and colleagues in ELAD to gain knowledge and experience that will assist in the development of new programs and maintenance of current training programs.
 - a. Continue to explore and develop knowledge and skill with Bridge
 - b. Represent Pierce College to the State HR Training Office; assume responsibility as Training Rep and POC.
2. eRHA: Continue to work with IT and refine/test the eRHA in order to advance our goal of refining and re-engineering internal HR processes to align with ctcLink business processes. As rollout of the eRHA continues, be sure to communicate with stakeholders in order to effectively manage change and expectations.
3. Contribute to District-wide efforts of becoming an anti-racist institution: Partner with HR colleague on proposal to support a positive work/life balance to new parents by allowing their newborn infant at work. Proposal should demonstrate the District's commitment to honor the employee's contribution to the department and District by encouraging and supporting parent well-being and healthy infant development.

Key Competencies

What are the most important knowledge, skills, abilities, and behaviors that the employee should demonstrate in order to be successful?

1. **Critical Thinking and Problem Solving:** Use critical, creative, and reflective thinking skills to identify problems, analyze and evaluate various solutions, implement solutions, and monitor their effectiveness; analyze data and resolve problems; develop and create ideas, processes and approaches that shape the future. Ensure decisions are aligned with strategic direction of the District.
2. **Information:** Apply original thinking in approach to job responsibilities and to improve processes, methods, systems, or services. Identify novel approaches for completing work assignments more effectively or efficiently and works within the "established" system to push for "a better way".
3. **Culturally Responsive Engagement:** Harness the power of diversity through "perspective taking" and communication as a source for creativity, innovation, and/or productive collaboration.

Part 2: Training & Development Needs/Opportunities

What training and development needs and opportunities should the employee focus on during this performance period?

If budget and time allows, attend Educause, October 25 - 28, 2022 in Denver, CO.

Part 3: Organizational Support (Optional)

Part 3 is optional and to be completed only by the employee, at the beginning of the performance period.

What suggestions do you have as to how your supervisor, co-workers, and/or agency management can better support you in your present job and future career goals?

Acknowledgement of Performance Plan

The signatures below indicate ONLY that the supervisor and employee have discussed the contents of this plan at the beginning of the performance period.

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|------|----------------------|------|--------------------|
| Date | Supervisor Signature | Date | Employee Signature |
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NOTE: When the performance evaluation is completed and signed by all parties, the supervisor provides the employee a copy and the original is forwarded to Human Resources to be placed in the employee's personnel file.