## Job Duty or Responsibility

**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.

**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.

**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.

**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.

**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.

## Goal (outcome)

<table>
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<tr>
<th>Ensure 100% of all government inspector warnings are addressed within schools and departments within 10 working days by June 30, 2008.</th>
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<tbody>
<tr>
<td><strong>Key Actions, Measures of Success &amp; Timeframe</strong></td>
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<tr>
<td>Meet with all internal stakeholders to determine why recommendations were not implemented by November 30, 2007.</td>
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<tr>
<td>Agree to process and future actions steps to address government inspector warnings with internal stakeholders by December 31, 2007.</td>
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<tr>
<td>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.</td>
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<td>Address any outstanding issues with schools or departments ongoing.</td>
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<td><strong>Actual Results</strong></td>
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<tr>
<td>100% of all government inspector warnings were addressed within schools and departments within 7 working days by March 30, 2008.</td>
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<td>Key action steps were addressed before stated timelines.</td>
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<td>School/Department feedback was enthusiastic towards initiative and deemed very successful by key stakeholders.</td>
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<td>Reducce days lost due to accidents to no more than 1% of total days worked by January 1, 2008.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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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 exceeded expectations in the area of initiating action in the past performance year. William required very little supervision in his work. When he was given a task, he would take in whatever directions were needed (even if they were vague) and then would be off and running on his own. William was excellent at acting preventively, to try to avoid issues arising in his work. When problems arose, he would always take the initiative to figure out a solution on his own before going to someone else. William was always eager and willing to take on new assignments or responsibilities. He certainly showed this was true when specifically asked to help with something, and he would also proactively ask colleagues if they needed any help. He was also not a procrastinator. When something needed to be done, he would get right on it without delay. If extra effort was needed on a project, he was always the first to volunteer to put in the extra time.

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
Last year William exceeded expectations in the area of communication. He articulated concepts and positions effectively in both written and oral communications. William communicated effectively to coworkers more senior, junior, or at the same level as himself. He communicated equally well with people in his immediate department as he did with those in other groups or external to the University. William could analyze the audience and adjust his message to meet their needs and styles. This resulted in clear communications that successfully reached their target audiences, whether they were to persuade, update, or simply inform. In all communications, his strength in communication served as a model to team members, and he frequently worked with others to fine-tune their messages. In general, William fostered a general air of open communication in the group.

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 exceeded expectations in the area of decision making last year. He excelled in all aspects of the decision-making process, including identifying which decisions needed to be made and then making them effectively. He consistently exercised excellent judgment in these and other activities. William displayed many other sophisticated skills of decision making. He considered both the short- and long-term views and consequences in making decisions. He also evaluated the effects different options would have on people internal and external to the group. He effectively balanced risk, return, complexity, and speed in making decisions. He was also able to balance the needs of multiple parties involved in the same decision. He tried to unearth any hidden issues that could impact decisions. Overall, William was viewed as an excellent decision maker last year; the choices he made or led teams to make were seen as consistently sound and rational.

### 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 successfully last year. He knew when and what to delegate and struck the correct balance between giving enough work to empower a staff member but not so much that the person felt overwhelmed. He would make a plan before delegating work. He organized the available work to assess which tasks were the most appropriate for delegating and which staff were the most appropriate recipients. He chose tasks to delegate based on valid reasons (such as helping a staff member’s development) and not simply because he found the tasks unpleasant, boring, or difficult. He used delegation to motivate and develop and not simply out of convenience. When William gave staff work to do, he always ensured they had the resources needed to succeed. For initial delegation, he assigned discreet, limited tasks and made sure the employee could handle these before assigning more complex tasks. He always set specific goals for the delegated work to ensure both he and the staff member could evaluate if the delegation was successful. If the staff member needed training before being ready to handle the new tasks, he made sure they received this training. He also made himself readily available for questions. He identified backups for the person to whom he assigned the work and consistently checked in to see how things were proceeding after the initial delegation.

### 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 exceeded expectations in the area of developing others. Specifically, he excelled in the areas of coaching and developing, delegating, and giving feedback, including performance appraisals. He did an excellent job coaching and developing his staff last year. He displayed an acute awareness of the strengths and development needs for each of his staff. He provided continuous support and guidance to his employees, both when asked and when he saw a need. In these meetings, William’s staff reported walking away with sound, practical advice they could use immediately as well as with inspirational words of wisdom that they could consider for the future. He addressed each problem by starting in a listening mode and asking lots of open-ended questions to make sure he understood the issues completely. Then he would guide the employee to come up with solutions on their own first and follow these up with suggestions based on his experience. If an employee had excelled at something, he would always celebrate it and encourage more of the same behavior. He consistently encouraged employees to raise the bar and tackle new challenges. He kept his staff member’s career development goals in mind and matched them with experiences designed to keep them in the direction of achieving those goals. He knew exactly who the high potentials were in his group and groomed them for future advancement in the University.
### OPPORTUNITIES FOR DEVELOPMENT IN CURRENT ROLE AND CAREER

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<tr>
<th>Areas to be developed</th>
<th>Activity (training, coaching, etc.)</th>
<th>Timeframe</th>
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| **Adaptability**- Maintains effectiveness when experiencing major changes in work tasks or the work environment; adjusts effectively to work within new work structures, processes, requirements, or cultures. | • Attend a training program  
• Receive coaching and feedback from Director based upon performance observations  
• Work with colleague who excels in this area  
|                                                                                      | • By December 31, 2007.  
|                                                                                                | • Ongoing  
|                                                                                                | • Ongoing  |  |
| **Impact**- Creates a good first impression; commands attention and respect; shows an air of confidence. | • Attend a training program  
• Receive coaching and feedback from Director based upon performance observations  
• Work with colleague who excels in this area  
|                                                                                      | • By December 31, 2007.  
|                                                                                                | • Ongoing  
|                                                                                                | • Ongoing  |  |
| **Interpersonal Awareness**- Leverages one’s awareness of the emotional states of others to maximize the productiveness of interactions. | • Attend a training program  
• Receive coaching and feedback from Director based upon performance observations  
• Work with colleague who excels in this area  
|                                                                                      | • By December 31, 2007.  
|                                                                                                | • 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.**
Manager Comments

William overall had an excellent performance year and is a key contributor to the Health & Safety Department. William performs all major areas of his job duties with excellence, and can begin to identify and work towards a new and more challenging position within the Health & Safety Department. 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 adaptability, impact and interpersonal awareness, which will further enhance his skills and abilities to help him progress further towards his career goals.

Overall an exceptional contribution was made by William and his team, and his performance exceeded the high standards and expectations set forth for the Department. Well done.