

PERFORMANCE IMPROVEMENT PLAN

Employee Name: _____ Position Title: _____
Supervisor: _____ Department: _____
Implementation Date:  _____ Follow-up Review Date(s): September 1; October 1; November 1, 2010

A. Introduction

This Performance Improvement Plan has been prepared pursuant to Section 15.4 of the Gavilan College CSEA Collective Bargaining Agreement at the request of the employee following the employee's performance evaluation dated May 10, 2010. The purpose of this plan is to provide specific recommendations for improvement and assistance in implementing the recommendations. Also included is a timeline for improvement and reevaluation.

B. Evaluation Categories Rated below "Satisfactory" and explanation of deficiencies.

"II. WORK HABITS AND ATTITUDES"

"B. Shows initiative and flexibility in performance of duties."

Employee was rated as "Needs Improvement" in this area due to:

1. Despite having nearly ten years' experience in her position, Employee regularly requires lengthy, detailed instructions and explanations of assignments. Instructors find it "next to impossible" to give employee instructions/direction because if there is any possible ambiguity, the employee becomes dissatisfied, and asks unnecessary questions. The result is instructors doing work themselves that the employee should be doing, in order to avoid conflict.
2. Employee has insisted that she perform support activities during her office hours, rather than during class time. This inflexibility keeps the employee from accommodating an instructor with an impromptu request for assistance during class (i.e., making copies, issuing receipts, etc.). In addition, support activities performed during employee's office hours often take much longer than necessary to complete. A recent example is it took employee five weeks of back and forth emails/clarifications/confirmations, etc. to schedule a one hour tour of San Benito high school. This task could have been accomplished with one or two phone calls. Again, the result is instructors doing work themselves that the employee should be doing, in order to avoid conflict.
3. Employee is inflexible with regards to changes in the daily routine, order of classroom presentations, or selection of classroom materials. When instructor's make impromptu changes, the employee's resulting attitude and behavior demonstrate her personal dissatisfaction and frustration with such decisions. This causes unneeded tension among staff and negatively effects learning outcomes.

“I. Works effectively with other employees.”

Employee was rated as “Needs Improvement” in this area due to:

1. Employee openly questions instructor’s student-related decisions in front of students in class, undermining the authority of and respect for the instructor.
2. Employee interrupts and corrects instructors during lectures. An example was when an instructor referred to a student as “John” prompting the employee to interrupt the class to announce “That is Jonathan, John is sitting over there.”
3. Employee openly questions and expresses dissatisfaction with instructor’s classroom management styles.
4. Employee resists and becomes defensive in response to any instructor attempts to offer constructive feedback, resulting in instructors avoiding such feedback to avoid conflict.
5. Employee shows her obvious displeasure with instructors in class when they teach in a manner that she apparently disapproves of.

“III. PERSONAL QUALITIES AND RELATIONS”

B. Shows tact and courtesy in dealing with public and other employees.

Employee was rated as “Needs Improvement” in this area due to:

1. Employee engages in inappropriate communication/interaction with volunteers, parents, student personal aides, and students. An example occurred when a parent attempted to assist with communication to students on the light rail. The parent let the students at the back of the light rail (which is very noisy) know that the next stop was their stop. The employee proceeded to scold the parent, telling her that letting students know when to get off the train is her job. This is completely inappropriate behavior and is a poor reflection on the program and the college.
2. Employee oversteps the authority and responsibility of her position when reprimanding students on issues that require instructor intervention, or attempting to counsel or case manage student’s problems. A recent example was scolding a student for taking a day off from class to go to the doctor. This resulted in an upset student and a call from an upset parent.

Summary: The deficiencies discussed above represent the consensus opinion of all three of the instructors supported by employee. All three are frustrated with their continued inability to effect positive change in employee’s work habits in the three areas discussed above.

C. Description of expected changes to be made by employee to improve performance deficiencies described above:

II (B) 1. Employee must rely on her 10-plus years’ experience in her position and be able to assist instructors with their varied requests without requiring exhaustive explanation and complete certainty. A level of ambiguity and discretion is inherent in classroom instruction settings and employee must use her own judgment to do what is requested to the best of her ability based on the information provided. In addition, employee must handle minor student issues independently without the need for reassurance or reporting to the instructor.

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II (B) 2. Employee must demonstrate flexibility and a positive, supportive customer service attitude in providing instructor's with assistance, whether the request is to provide assistance during class, or during office hours. When performing work during office hours, employee must exercise better judgment regarding the appropriate amount of effort and detail to devote to each particular task, and assure that all tasks are performed in a timely and time effective manner.

II (B) 3. Employee must demonstrate the ability to take direction and provide the instructor with requested assistance as soon as possible, without questioning the instructor's reasoning and without allowing her disagreement with an instructor's decision to affect her attitude, mood, expressions or behavior.

II (I) 1. Employee must refrain from questioning instructor's classroom decisions in front of the class. Any concerns or issues the employee has with an instructor should be discussed in private, after class.

II (I) 2. Employee must refrain from interrupting and correcting instructors during class or otherwise in the presence of students.. Any concerns or issues the employee has with an instructor should be discussed in private, after class.

II (I) 3. Employee must refrain from openly questioning, expressing dissatisfaction or otherwise undermining instructors during class or otherwise in the presence of students. Any concerns or issues the employee has with an instructor should be discussed in private, after class.

II (I) 4. Employee must be open and receptive to constructive work-related feedback and criticism. Employee must discontinue reacting to such feedback with defensiveness, hostility and continuing grudges against the instructor.

II (I) 5. Employee must refrain from showing her obvious displeasure with instructors during class or otherwise in the presence of students. Any concerns or issues the employee has with an instructor should be discussed in private, after class.

III (B) 1. Employee must refrain from questioning or reprimanding any parent or student aid regarding their participation in activities or class unless directed otherwise by an instructor.

III (B) 2. Employee must refrain from reprimanding students on issues that require instructor intervention, and from attempting to counsel and case manage student's problems.

Summary: If employee makes the changes described herein in order to improve her performance within the time frame contained in Section E. below, the evaluation rating for the applicable category will be changed from "Needs Improvement" to the appropriate higher rating. If employee is unsuccessful in making the changes necessary to improve performance, progressive corrective action will be implemented pursuant to Article 18 of the Gavilan College CSEA Collective Bargaining Agreement.

D. List development/learning activities and/or resources, to include supervisor's actions, to assist employee with improving performance:

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E. Results of Plan

Follow-up Review: Please place an 'X' in the appropriate response line and provide comments to support your selection.

September 1, 2010: Employee ___ has ___ has not improved his/her performance in all areas as outlined above.

Supervisor's Comments:

Employee's Comments:

October 1, 2010: Employee ___ has ___ has not improved his/her performance in all areas as outlined above.

Supervisor's Comments:

Employee's Comments:

November 1, 2010: Employee ___ has ___ has not improved his/her performance in all areas as outlined above.

Supervisor's Comments:

Employee's Comments:

F. Signatures

PIP Establishment. This Performance Improvement Plan has been reviewed and discussed.
A signature indicates the employee reviewed and understood the requirements to improve performance.

Employee Signature

Date

Supervisor Signature

Date

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Follow-up Review. The completed Performance Improvement Plan has been reviewed and discussed.
A signature indicates review occurred; not necessarily agreement with the results and recommendations.

Employee Signature

Date

Supervisor Signature

Date