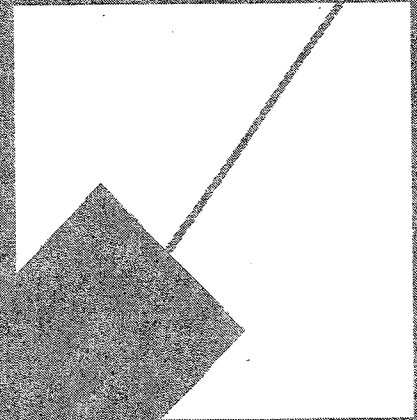
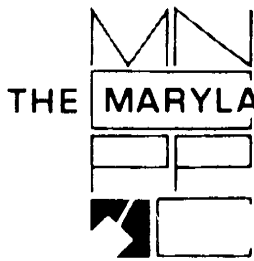


*The Maryland-National Capital
Park and Planning Commission*

*Performance
Management Program
Manual*

*Effective
January 1, 1998*





THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION

6611 Kenilworth Avenue • Riverdale, Maryland 20737

January 2, 1998

Dear Employees,

Please find a copy of the amended Performance Management Program Manual which is effective January 1, 1998. The Program, which was originally adopted in December 1993 by the Commission, has been updated for greater clarity and to incorporate the Performance Management provisions contained in the revised Merit System Rules and Regulations. The revised Merit System Rules and Regulations were adopted by the Commission for a January 1, 1998, effective date and amend the Performance Management Program as follows:

- **Elimination of the return to probationary status for career employees for reasons of performance. Instead of losing career status, career employees whose performance needs improvement will be placed on a structured Performance Improvement Plan for a defined period of time. During the Plan, there will be intensive interaction between the employee and supervisor where specific performance improvement goals and objectives are established which employees are responsible for achieving.**
- **Redefinition of the actions taken as a result of an overall anniversary rating level of "1". The redefinition clarifies the distinctions between the rating level of "2" which is fully satisfactory and "1" which falls short of consistently meeting supervisory expectations. The clarification includes a requirement that if a career employee attains a rating level of 1, an anniversary increase is granted; however, if a career employee attains a second, consecutive rating of "1," the employee will not receive an anniversary increase and will be placed on a Performance Improvement Plan.**

The updated Performance Management Program helps strengthen the Commission's commitment to managing work performance, valuing a productive work force, and enhancing communications between supervisors and employees on performance issues. Please take the time to review the revised Performance Management Program Manual and understand the changes. Training on the Program is scheduled to begin this February and will be mandatory for all supervisors. Employees are also encouraged to attend. Please keep your copy of the Manual for these upcoming training sessions. If you have any questions regarding the Program, please contact me at 301-454-(6)1713.

Yours Truly,


Samuel Peebles
Personnel Manager

Table of Contents

INTRODUCTION	1
Covered Persons	1
OVERVIEW OF THE PERFORMANCE MANAGEMENT PROGRAM	3
What Performance Means and How We Measure It	3
The Performance Standards	3
The Performance Factors	3
The Performance Rating System	4
THE PERFORMANCE MANAGEMENT CYCLE	6
Performance Planning	6
Performance Reviews and Evaluations	8
Evaluations:	9
Annual Evaluations	9
Interim Evaluations	9
Counseling	10
Informal Counseling	10
Formal Counseling	10
Performance Improvement Plan	12
Performance Appraisal Process	13
Results of Performance Evaluations	14
Late Evaluations	15
PERFORMANCE STANDARDS FOR ESSENTIAL JOB FUNCTIONS	16
Identifying Essential Job Functions	16
Developing Performance Standards	16
Performance Standards for Office/Clerical, Skilled Craft and Maintenance Positions	16
Performance Standards for Employees in Administrative, Technical, Professional and Paraprofessional Positions:	16
Writing Performance Standards	17
Distinguishing Between Tasks and Results	19
Identifying Supervisors' Priorities	19
UNDERSTANDING THE PERFORMANCE FACTORS	20
Performance Factors For Employees in Office/Clerical, Skilled Craft, and Maintenance Positions	20
Performance Factors for Employees in Administrative, Technical, Professional and Paraprofessional Positions	23

DIRECTIONS FOR COMPLETING THE PERFORMANCE MANAGEMENT FORM

..... 27
Steps Taken During Performance Planning Process 27
Steps Taken When Conducting Performance Reviews and Evaluations 29
Steps Taken When Conducting a Performance Improvement Plan 33

APPENDIX 35

- Performance Management Forms
 - Form A: Administrative, Technical, Professional and Paraprofessional Positions
 - Form B: Office/Clerical, Skilled Craft and Maintenance Positions

INTRODUCTION

The Maryland-National Capital Park and Planning Commission (the Commission) is a bi-county agency serving Prince George's and Montgomery Counties. It is empowered to acquire, develop, maintain and administer a regional system of parks in the defined Metropolitan District in Montgomery and Prince George's Counties, and to prepare and administer a general plan for the physical development of a defined Regional District for the two counties. The Commission also conducts the recreation program in Prince George's County.

The Commission is committed to managing work performance and maintaining a productive work environment throughout the organization through an effective program of performance management. An important objective of this program is to provide an improved method of communication between supervisors and subordinates on performance related matters, and to ensure that job elements and performance standards are clearly communicated at the beginning of the rating period.

The guidelines contained in this manual were adopted by the Commission effective January 1, 1998. This manual amends and replaces the Performance Management Program Manual which was effective January 1, 1994.

Persons Covered by this Manual

- Merit System employees.

Persons Not Covered by this Manual

- Contract employees; individuals are covered by performance evaluation provisions contained in the Manual for Contract Employees.
- Employees who are covered by the Collective Bargaining Agreement between the Commission and the Fraternal Order of Police (FOP); bargaining unit members should refer to performance evaluation provisions covered by the FOP Collective Bargaining Agreement.
- Employees who are covered by a Collective Bargaining Agreement between the Commission and the Municipal and County Government Employees Organization/United Food and Commercial Workers Union, Local 1994, AFL-CIO; bargaining unit members should refer to performance management provisions covered by their Collective Bargaining Agreement.

The Performance Management Program has been designed to:

- Promote the achievement of the Commission's mission and facilitate individual employees' performance;
- Clarify the supervisors' role in managing (planning, organizing, directing and facilitating) the performance of their work units;
- Define performance expectations;
- Enhance communication between supervisors and their staff to ensure that all employees:
 - Understand their specific accountabilities and how their work will contribute to the success of the Department and the Commission;
 - Receive regular feedback on progress which provides the opportunity to improve performance; and
 - Have an opportunity to participate in the planning and appraisal of their performance.
- Provide supervisors with an effective, results-oriented method for reviewing individual and team work performance;
- Provide a rational and well-documented basis for the distribution of financial and other rewards on the basis of performance; and
- Support opportunities for employees' professional and personal growth and development.

Performance Management Defined

Performance management is the systematic planning and appraisal of individual and team work performance. Under the Commission plan, performance management is a primary responsibility of management staff who supervise the work of others. It is not a once a year event, but rather an ongoing cycle of activities which begins with planning, progresses through periodic assessment and adjustment, culminates with the annual review and appraisal, and begins anew with planning. It includes both formal and informal events which focus on effective communication designed to promote success -- for the individual, the work unit, and the Commission.

OVERVIEW OF THE COMMISSION PERFORMANCE MANAGEMENT PROGRAM

What Performance Means and How We Measure It

Employee Performance includes two separate, but closely related, elements. One essential element is the quality of the work products or services-- the results of their efforts. The second element is the manner in which they approach their work-- their work behavior. Evaluating the quality of the work performed and work behaviors results in a performance rating.

The Performance Standards

At the beginning of each performance period, supervisors meet with individual employees or work teams to identify the performance standards for the coming year. Performance standards must address each of the employee's (or the work team's) essential job functions, but may also relate to specific programs or special projects, or to professional development needs. This manual provides an explanation of the development of effective performance standards beginning on page 16.

Because the performance standards are the measurable or observable results of employees' work efforts, the assessment of each employee's performance at the end of the performance period can be supported by objective documentation.

The Performance Factors

Under the Performance Management Program, work behaviors that the Commission considers central to creating an effective work environment are identified in the **performance factors**. There are seven factors that apply to all employees' work, one factor that applies only to managers, and one or two factors that apply only to those managers with supervisory responsibilities. The factors, which differ slightly for office/clerical, maintenance and skilled craft employees and professional, technical, and paraprofessional employees, are:

Office/Clerical, Maintenance and Skilled Craft Employees

1. Observation of Commission Policies, Regulations, Rules, and Practices
2. Public Service Orientation
3. Dependability and Responsiveness
4. Team Work
5. Productivity
6. Problem Solving/Judgment
7. Safety/Security
8. Supervision (team leaders and first line supervisors only)

Professional, Technical, and Paraprofessional Employees

1. Observation of Commission Policies, Regulations, Rules, and Practices
2. Public Service Orientation
3. Dependability and Responsiveness
4. Team Work
5. Productivity
6. Problem-Solving/Judgment
7. Communication
8. Management (for managers only)
9. Supervision (for supervisors only)
10. Affirmative Action Effectiveness (for supervisors only)

The Performance Factors (continued)

Each factor is defined by a cluster of related work behaviors that promote a productive work environment. These behaviors are designed to be meaningful to all employees and still be adaptable to specific work situations. At the beginning of the performance period, supervisors review these factors with individual employees or work teams and identify their expectations for the coming year. Supervisors may define and describe the expected work behaviors in terms of their specific work unit's needs and interests. A detailed explanation of the performance factors begins on page 20.

The Performance Rating System

The rating scales used to report employees' work performance reflect the following:

- Employees are generally successful in meeting supervisors' expectations, and to the extent they are, the Commission is successful in meeting the needs and interests of the public it serves. This fully satisfactory performance is reflected in a rating level of (2).
- Employees may fall short of their supervisors' expectations and earn a rating of (1) for a performance factor or standard. Such a rating on a performance factor should be considered as constructive feedback designed to enhance the employee's ability to succeed and suggest a developmental goal for the coming performance period.
- In the event an employee's work performance begins to fall short of the supervisor's expectations, the Commission is committed to providing the employee a reasonable opportunity to correct the performance deficiencies before termination of employment considered.
- Employees who are successful in meeting their supervisors' expectations should be recognized and rewarded similarly; no useful purpose is served in making fine distinctions between levels of successful performance.
- Occasionally employees exceed their supervisors' expectations. These outstanding efforts are recognized and rewarded under the Performance Recognition Program. Please see the Performance Recognition Program Manual for a description of this program.

The Performance Rating System (continued)

At the end of the performance period, employees' performance is evaluated on two components using the following rating scale:

Essential Job Functions/ Performance Standards

- (2) Employee fully achieved most of the performance standards for this essential task or function and may have exceeded one or more of the standards.
- (1) Employee fell short of achieving two or more of the performance standards for this essential task/function.
- (0) Employee achieved less than half the performance standards for this essential task/function.

Performance Factors

- (2) Employee consistently met supervisor's expectations with regard to this performance factor.
- (1) Employee fell short of fully meeting supervisor's expectations with regard to one or more elements of this performance factor.
- (0) Employee frequently failed to meet supervisor's expectations with regard to one or more elements of this performance factor.

The scores for the performance factors are averaged to produce an average factor rating.

Overall Performance Rating

Once employees' progress with regard to the job function performance standards and the performance factors have been evaluated, an overall performance rating is assigned. The scale for determining the overall performance rating is as follows:

- (2) Employee achieved results that fully met or exceeded supervisor's expectations and earned a rating of (2) for the majority of job functions and not less than (1) on all other functions, and achieved an average factor rating of 1.5 or better.
- (1) Employee achieved results that fell short of fully meeting supervisor's expectations, but earned a rating of (1) or better for the majority of job functions and an average factor rating of 1.0 or better, with no more than one factor rating of (0).
- (0) Employee failed to meet supervisor's expectations and earned a rating of (0) for one or more of the essential job functions and/or a rating of (0) for two or more of the performance factors.

THE PERFORMANCE MANAGEMENT CYCLE

Performance Planning

New Hires

During a new employee's first week of employment, the supervisor meets with the new employee to identify the essential job functions, clarify his or her expectations with regard to the work behaviors identified in the performance factors and develop performance standards for the first six months of employment. These standards should focus on developing the knowledge, skills and competencies the new employee must demonstrate to be a fully functioning member of the work unit.

The performance standards for the employee's essential job functions are recorded on the Performance Management Form. Copies of this form are retained by the supervisor and employee and a copy is forwarded to the department's personnel section, via the Department Director. The Department Director, or departmental designee, reviews the Performance Management Form to ensure consistency and fairness.

Career Employees

Performance planning activities, for persons who have been converted to career status, begin with the supervisor's communication to staff of the goals management has set for the department, division or work unit. These are closely tied to the overall mission and goals of the Commission. At the beginning of each performance cycle, the supervisor should meet with the employee to identify work expectations through essential job functions and performance standards. Changes in work program expectations should be communicated to the employee as they occur.

Temporary, Restricted, or Reclassified Duties: An employee who has been temporarily assigned to another grade, performing restricted duties, or has had a position reclassification during the rating year shall have new job functions and performance standards developed and assigned at the time of the change in duties. The employee shall be rated on the revised job functions and expectations.

The following steps should be used for all career employees during the planning stage:

1. The supervisor reviews the assignments of responsibility for the various phases of the work to be accomplished among the work unit staff, and develops measurable and/or observable performance standards for the essential job functions of each employee and/or work team.
2. The supervisor and employee meet to discuss the performance standards to be achieved in the coming performance period. In this planning conference the

Performance Planning

Career Employees (continued)

supervisor also reviews with the employee the performance factors which are used to assess productive work behaviors. The supervisor identifies areas in which the employee has demonstrated strengths and where improvement is desirable. In addition, the supervisor communicates his or her priorities regarding the employee's various job functions (and identified standards). While the preferred leadership style of the supervisor will determine the exact character of the planning conferences, it is important that both the supervisor and employee have significant input to the performance planning.

3. The performance standards for the employee's essential job functions are recorded on the Performance Management Form. Copies of this form are retained by the supervisor and employee. The Department Director reviews the form to ensure consistency and fairness within the department.

Performance Reviews and Evaluations

New Hires

Newly appointed employees must serve a probationary period of at least six months and no more than twelve months before being evaluated for conversion to career employee status. New employees may be converted to career status only after achieving an overall rating level of "2" within the first twelve months of employment. At the end of the first six months the employee may be granted career status if an overall performance evaluation rating of "2" is attained. For some positions, a 12-month probation may be required. Employees who are not converted to career status must serve the remaining portion of the 12-month probation before being reevaluated for conversion to career status.

Supervisors must communicate their expectations for a new employee's efforts at the beginning of the probationary period using a Performance Management Form. The supervisor's expectations should focus on the development of knowledge, skills and work behaviors that an employee needs in order to achieve an overall rating of "2". Throughout the probationary period, a new employee should receive regular feedback and be counseled frequently as to work performance, work habits, training needs and similar work-related matters. Similarly, new employees should communicate with their supervisor to ensure that the supervisor's expectations for work performance and results are understood. The employee's performance must also be assessed for conversion to career status.

- A. Upon completion of the first six months of the probationary period, supervisors must meet with the new employees to formally assess the performance to date and to identify work performance expectations for the remainder of the period. The following actions are taken when an overall performance rating level of:
 - "2" is attained, a new employee may be converted to career status.
 - "1" is attained, a new employee shall remain in initial probationary status for the duration of their first 12 months of employment.

- B. New employees who remain in probationary status must be reevaluated before the end of their first twelve months of employment. The following actions are taken when an overall performance rating of:
 - "2" is attained, an employee may be converted to career status
 - "2" has not been attained, employment is terminated.

- C. A new employee who receives an overall performance rating of "0", anytime during the probationary period, shall be dismissed. Probationary employees who are converted to career status shall be eligible for an anniversary increment on their one-year anniversary date.

Performance Reviews and Evaluations (continued)

Career Employees

Evaluations: All employees who have been converted to career status must receive, at least annually, a written performance evaluation and performance rating level. Interim performance appraisals also may be conducted as deemed necessary by the supervisor. During the evaluation review, the employee's progress toward achieving the performance standards and work behaviors are discussed.

- A. **Annual Performance Evaluations:** The annual evaluation is conducted each year on an employee's anniversary date. It is used to assess how well the employee met his or her supervisor(s) expectations during the previous performance cycle and to establish goals and expectations for the upcoming performance cycle. Supervisor(s) should complete evaluations no later than thirty (30) days prior to the employee's anniversary date.

The overall annual performance evaluation rating determines whether an employee is eligible for a merit increase, or if the employee must be placed on a Performance Improvement Plan for less than fully satisfactory performance. For an explanation of rating outcomes, see section "Results of Performance Evaluations" (page 14).

- B. **Interim Evaluations:** Besides regularly scheduled anniversary evaluations and evaluations after a probationary period, performance evaluations also may be conducted anytime during the year for reasons which include, but are not limited to the following:

When an employee has been selected to fill another position in the Commission, the prospective supervisor may request that the last supervisor evaluate the employee's performance to date or provide a copy of the employee's evaluation if it has been completed within the last six months.

When a supervisor changes positions or leaves the Commission, an evaluation must be completed for all subordinate employees who have not been evaluated within the previous six months.

When an evaluation is necessary to facilitate and document a formal counseling session.

When performance is unsatisfactory and a Performance Improvement Plan must be instituted. A Performance Improvement Plan must be conducted whenever an employee has been given an overall rating of "0" at any time during the year, or received a second consecutive anniversary rating level of "1". The supervisor must place the employee on a Performance Improvement Plan and identify an appropriate time period (30 to 180 days) within which specific improvements need to be made.

Performance Reviews and Evaluations (continued)

The interim evaluation provides an overall assessment of an employee's performance and allows the supervisor to utilize the Performance Improvement Plan Form to identify areas which must be improved to bring the employees overall rating to a fully satisfactory level of "2". If an overall rating level of "2" rating has not been attained by the end of the designated period, the employee shall be removed from his or her position or dismissed. See also, section on Performance Improvement Plan (page 12).

When the Department's or work unit's priorities have changed, or features of the work environment have made the attainment of certain standards less desirable or feasible, adjustments to the performance standards are mutually made and agreed upon.

Counseling: The Performance Management Program encourages open and continuous communication between a supervisor and the employee throughout the year. Both have a vested interest in discussing progress toward performance standards on an ongoing basis. Through this communication, there is a greater understanding of responsibilities and a better sense of accountability to meet the supervisor's expectations.

- A. **Informal Counseling:** Although a formal interim assessment and adjustment conference may be held occasionally during the performance period, informal communications of the same sort should take place frequently throughout the year.
- **Effective Supervisors:** Acknowledge good performance wherever they find it, share constructive criticism when appropriate, offer ongoing support for their staff's efforts and provide staff timely opportunities to improve performance.
 - **Individual Employees:** Communicate potential problems and request the assistance they need to achieve their performance standards.
 - **Regular Communications:** Supervisors and employees should work together to minimize the chance of surprise or confusion during the year-end performance review, and facilitate effective responses to changing organizational priorities.
- B. **Formal Counseling:** Occasionally, a supervisor may determine that it is necessary to document an employee's progress or work behavior, or document changes in work program expectations. Formal assessment/counseling can be used at any time during the performance cycle for, but is not limited to, any of the

Performance Reviews and Evaluations

B. Formal Counseling: (continued)
following reasons:

- ***Changing organizational priorities which indicate a need to adjust or change the employee's performance standards.*** When the department's or work unit's priorities have changed, or features of the work environment have made the attainment of certain standards less desirable or feasible, or additional standards more critical, adjustments to the performance standards should be made.
- ***When appropriate progress is being made and work behaviors meet supervisor's expectations.*** The supervisor takes the opportunity to acknowledge the good work and reinforce the productive efforts and behavior.
- ***When the supervisor needs to communicate with an employee about developing problems.*** The conference is used for tactical problem solving, coaching and counseling. An employee's request for additional managerial support, resources or direction is as important in this conference as the supervisor's suggestions.

During the formal counseling, the supervisor discusses the employee's work behaviors and progress toward achievement of expected performance standards. The formal review is for a specified period, during which there is close supervision and monitoring through written direction and/or guidance with projects. When counseling and coaching do not achieve desired results, and the employee has received an overall rating of "0" or a second consecutive overall rating of "1" at time of anniversary, a Performance Improvement Plan must be implemented.

The outcome of this formal counseling is that good performance is recognized and, where they exist, problems are resolved so that the employee's energies are re-focused in more productive directions, the level of frustration is reduced, and potential failure is averted. In each case, the productivity of the work unit is enhanced.

Performance Reviews and Evaluations (continued)

Performance Improvement Plan: The Performance Management Program encourages supervisors to communicate performance achievements and concerns throughout the year. Supervisors should communicate performance problems as they arise. A Performance Improvement Plan is a management strategy tool designed to assist employees in identifying performance deficiencies and supervisory expectations. The Performance Improvement Plan may be used at any time during the performance cycle when the employee's performance is not meeting the supervisor's expectations to the extent that a structured course of corrective action needs to be implemented.

Use of a Performance Improvement Plan is mandatory when an employee receives:

1. An overall performance rating of "0" at time of anniversary;
2. A second consecutive overall performance rating level of "1" at time of anniversary;
3. An overall performance rating level of "0" at any time during the rating year.

The Performance Improvement Plan is implemented through the use of the Performance Management Form (see Appendix). Using the appropriate Performance Management Form, the supervisor must identify specific performance problems, the necessary corrective actions which must be taken, and the performance results which must be attained to correct the problem. The supervisor must also designate the period of time the employee has to correct the performance problem(s). Throughout the period that the employee is on the Performance Improvement Plan, the employee should receive counseling and coaching from the supervisor to improve performance.

Performance Improvement Plan Period: Employees may be placed on the Performance Improvement Plan for a minimum of thirty (30) calendar days and a maximum of one-hundred eighty (180) calendar days. If the original Performance Improvement Plan is for a period of less than 180 days, the supervisor may elect to extend the period not to exceed a total length of 180 days. In no circumstance may a Performance Improvement Plan extend beyond an employee's upcoming anniversary date.

At the end of the Performance Improvement Plan period, the supervisor must reevaluate the employee's performance. If the employee was placed on a mandatory Performance Improvement Plan, the employee must attain an overall fully satisfactory performance rating level of "2" (see section above outlining reasons for mandated use). If an overall rating level of "2" has not been attained, the employee shall be removed from his or her position or dismissed.

Performance Appraisal Process

1. The Human Resources Division notifies Department Directors at least 60 days in advance of the dates for completing the annual performance reviews.
2. The supervisor prepares for the annual performance review conference by reviewing the employee's progress toward achievement of the performance standards and performance factors using the Performance Management Form found in the Appendix.

The employee reviews his or her own progress toward the identified standards and identifies any questions or issues he or she wishes to discuss during the conference. An employee self-assessment may be conducted if the employee or the supervisor wishes to use it as a part of the formal review process (see page 32).

3. The supervisor then schedules a conference with the individual employee. During the conference they meet to review and evaluate the employee's performance. The goal of this conference is for the employee to understand how the supervisor reached conclusions about the employee's performance, and how performance may be made even better in the future. An important focus of this discussion will be any performance areas in which the supervisor's and employee's assessments differ significantly. Understandably, these differences should be discussed and methods for resolution should be determined.
 - a. The supervisor briefly summarizes the overall performance of the employee. Both discuss the details of the performance results (i.e., achievement of, or progress toward, performance standards). This part of the conference should focus on recognizing the employee's successes and discussing how standards that were not fully achieved might be approached in the next rating period.
 - b. The supervisor shares his or her appraisal of the employee's work methods and work behavior in terms of the performance factors. In areas where some improvement is either desirable or necessary, the supervisor should be able to present specific examples and offer detailed recommendations or suggestions.
 - c. Desired developmental needs and opportunities to be addressed during the next performance cycle should be discussed. The process of clarifying improvement opportunities can cover a wide range of alternatives, and both the employee and the supervisor may have options to consider. Employees may need or desire an opportunity to:
 - Develop new or enhance current skills/knowledge/abilities;
 - Take on additional responsibility or exercise greater independence; or
 - Receive additional coaching, more frequent review of work status, or more specific indication of problem areas.

Performance Appraisal Process (continued)

4. The Performance Management Form is finalized, signed and returned to the Human Resources Division.
 - a. The supervisor finalizes the rating for each essential job function and performance factor, derives the Average Factor Rating, and uses this rating and the ratings for the job functions to identify the employee's Overall Performance Rating. Specific directions for completing the Performance Management Form are provided beginning on page 27.
 - b. The supervisor completes any narrative comments he or she wishes to add to the form to amplify or explain the Overall Performance Rating, signs the form and forwards it to the employee.
 - c. The employee reviews the completed form; signs the form and returns it to the supervisor for routing to the Second Level supervisor, the Department Director and the Human Resources Division. The employee may add written comments he or she wishes to record on the form.
 - d. After the second level supervisor and/or the Department Director have reviewed the form, if additional expectations for the employee's performance are made or any revision is made to the evaluation, the form must then be returned via the supervisor who made the evaluation to the employee for review and initials.
5. Supervisor schedules a planning conference with the employee to discuss the performance standards for the next performance period.

Results of Performance Evaluations

The following describes outcomes of annual evaluations and evaluations at the end of mandatory Performance Improvement Plan periods. Depending on the outcome of an annual performance evaluation, employees may be eligible for an anniversary increase. The amount of such increase shall be in accordance with Chapter 1200 of the Merit System Rules and Regulations. Anniversary pay increases are effective the first pay period following the employee's anniversary date.

1. A new employee is converted to career status after receiving an overall rating of "2" within the first 12 months (probationary period).
2. No anniversary pay increase is available to new employees while they are serving an initial probationary period. An employee who is subsequently converted to career status is eligible for consideration of a pay increase at time of their anniversary evaluation
3. If an overall performance evaluation rating of "2" is attained at time of annual review, an eligible career employee will receive an anniversary increase.

Results of Performance Evaluations (continued)

4. If an overall performance evaluation rating of "1" is attained at time of annual review:
 - a. an eligible career employee will receive an anniversary increase unless the performance rating is a second consecutive anniversary rating level of "1".
 - b. a career employee who receives a **second consecutive** annual review rating level of "1" is not eligible for an anniversary increase and must be placed on a Performance Improvement Plan. See also #6-7 below.
5. If an overall performance evaluation rating of "0" is attained at:
 - a. **the annual review**, the career employee is not eligible for an anniversary increase and must be placed on a Performance Improvement Plan (see also #6-7 below).
 - b. **any time during the rating period**, the career employee must be placed on a Performance Improvement Plan. See also #6-7 below.
6. An employee who is placed on a mandatory Performance Improvement Plan, must be evaluated at the end of the Plan period. An overall performance rating of "2" must be attained to complete the requirements of the Performance Improvement Plan. If an overall performance rating level "2" has not been attained, the employee shall be removed from his or her position. (See also, Section on Performance Improvement Plan).
7. An employee who fulfills the requirements of a mandatory Performance Improvement Plan resulting from an overall annual evaluation rating, will **not** receive an anniversary increase for that performance cycle. An employee's anniversary date does not change as a result of being placed on a Performance Improvement Plan (page 12).

The employees may only be considered for an increase at the time of the next annual evaluation.
8. An employee who has reached the maximum pay level of his or her position grade is not eligible for an increase in base pay.
9. A performance evaluation may be used as a basis for decisions on promotion, transfer, change to a lower grade or dismissal

Late Evaluations

Performance evaluations must be submitted by the Department to the Personnel Manager by the employee's anniversary date. A performance evaluation which is not completed by the anniversary date shall be brought to the attention of the Department Head by the Personnel Manager. Only upon advance written justification by the Department Head that the delay can result in a more equitable performance review, the Personnel Manager may grant the Department Head a grace period of up to thirty (30) work days. The personnel action granting a pay increase shall be effective the first pay period following the employee's anniversary date.

PERFORMANCE STANDARDS FOR ESSENTIAL JOB FUNCTIONS

Identifying Essential Job Functions

Each employee has many small tasks for which he or she is responsible, but there are usually a limited number of duties and responsibilities that make up the job functions that would be considered "essential." Although there is no rule that applies, for most positions the number of essential job functions is probably in the neighborhood of five to seven.

For the purposes of the Performance Management Program, performance standards are to be developed for those job functions identified as either "primary" or "substantial" assignments (under the Commission's Classification System) for which employees have regular and continuing responsibility. Performance standards should also be developed for any special projects which are outside an employee's normal essential job functions.

Developing Performance Standards

The Commission recognizes that there can be significant differences between the kinds of work performed by Commission employees. In some occupational groups, employees have minimal flexibility and opportunity to use individual judgment or discretion in deciding either what work must be done or the results that must be accomplished. In other occupational groups, the work is much less clearly defined and employees exercise considerable discretion in planning and executing their assignments. To accommodate these differences, to maximize the effectiveness of the performance management program, and to ensure fair treatment of all employees, the development of performance standards is accomplished differently for employees in Office/Clerical, Skilled Craft, and Maintenance positions and employees in Administrative, Technical, Professional and Paraprofessional positions.

Performance Standards for Office/Clerical, Skilled Craft and Maintenance Positions:

The performance standards for the routine job functions of employees in these positions are developed on a departmental, divisional, or work unit basis, as appropriate, and applied to all employees who have similar responsibilities. For example, the performance standards for park maintenance job functions apply to all maintenance workers and performance standards for all clerical job functions apply to all department clerical staff. Each department is responsible for developing the performance standards for the routine job functions of its employees.

Performance Standards for Employees in Administrative, Technical, Professional and Paraprofessional Positions:

Supervisors of employees in these positions are responsible for developing the performance standards for the employees they supervise. While the employees may well be actively involved in the process, the supervisor is in the better position to understand changing organizational priorities and needs. The supervisor decides what work needs to be accomplished in the months ahead and how each employee can most effectively contribute to the effort. Employees should be encouraged to participate in the development of performance standards for those job functions for which they have a routine and ongoing responsibility.

Writing Performance Standards

Performance standards identify the results that will be attained if the job function is effectively carried out. They may either be stated in the past tense, as the results of performance; i.e., "report completed," "plan implemented," "accounts balanced," "assigned lawns mowed," "training sessions held," etc., or in the future tense as results that will be achieved.

Performance standards are individual in nature, and therefore may reflect only those results over which the individual employee (or a specific work team) has direct control. In some cases a maintenance crew cannot be held responsible for how long it will actually take to complete a job function. For example, in a snow storm, it would be difficult to place a time limit on how long it would take to plow the parking lots. Instead, the crew could be held responsible for reporting to work in a timely manner and plowing the snow until all of the parking lots are clear. In the same way, a county planner cannot be held responsible for the adoption by the County of a particular plan. He or she can be held responsible for developing a comprehensive and well thought out plan and properly presenting it to the County at the scheduled meeting.

Because it is the supervisor's perception of what is to be accomplished that must be satisfied, the supervisor has primary responsibility for identifying the performance standards which will be used to measure employees' success. When an employee thinks that the supervisor's standard is too conservative, or not feasible for some reason, the supervisor and the employee should discuss the situation until they can arrive at a mutually agreeable standard. In general, standards should be realistically attainable, but may require some degree of "stretch" for the employee.

Clearly stated standards identify when a job function has been successfully accomplished. They are frequently time bound, and state either a measurable or an observable result.

Measurable results are those that describe "how much" has been accomplished and can be quantified numerically. Examples might include:

- Income from space rental was (will be) increased by \$10,000.
- Current year's operating costs of department were (will be) maintained at the previous year's dollar level.
- Assigned motor vehicles were (will be) available for service at least 95% of the time.
- Paid overtime attributable to park maintenance was (will be) 50% less than the previous year.
- At least 85% of the participants who responded evaluated (will evaluate) the training programs as "very good" or "outstanding."

Observable results are those that can be recognized, even if they cannot easily be counted. They describe "how well" the work was done. Examples might include:

- Athletic leagues reported (will report) satisfaction with condition of playing fields.
- Assigned reports were (will be) regularly delivered on deadline.
- No complaints were (will be) received.
- Telephone calls generally were (will be) returned within one work day.
- Payroll checks were (will be) disbursed by 11:00 a.m. each payday.
- Revised accounting program was (will be) fully implemented.
- Employment applications routinely were (will be) processed within 3 working days.

Frequently, to be effective, the desired results must be delivered within a specified time frame. The important time elements in performance standards may be expressed in either specific or relative terms. Examples might include:

Ball field was completed by June 30.

- Spectator benches were installed by April 1.
- Grounds prepared and plantings completed by May 1.
- Park signs were installed by May 15.
- Field markings completed June 15.

Total operating costs were (will be) reduced by 10% by year end.

- Revised accounting program was (will be) fully implemented by June 1.
- Agenda for the Commission meetings were (will be) mailed not later than two weeks prior to the date of each scheduled meeting.
- The review of the salary administration program was (will be) completed during the first calendar quarter.
- Proposed annual budget was (will be) ready for presentation to the Department Directors at their April meeting.

The identification of performance standards is an integral part of an effective manager's planning process, and *the most useful standards are those that best reflect the results that genuinely define success, based on the requirements of the work program.* In writing standards, supervisors will want to consider the results they expect in terms of cost, completeness, timeliness, accuracy, quantity and/or quality.

Distinguishing Between Tasks and Results

When employees consider their own performance, they are more likely to think in terms of the tasks for which they are responsible--about what they do each day at work. While those tasks are an important part of their jobs, they are not an end in themselves and have value to the organization only in the results achieved through them.

One problem many individuals encounter in developing performance standards is distinguishing between the tasks (what they do) and the results (or the effect) of their work. Unlike results, which are typically expressed in the past or future tense, tasks are usually expressed in the present tense; i.e., "design," "schedule," "plan," "write," "meet with," "coordinate," "respond," "record," "mow," "file," "process," "repair," etc.

Supervisors may need to discuss with the employee, the tasks to be undertaken to complete an assigned job function, especially when the function represents a new area of responsibility for the employee or entails a complex or lengthy project. In this event, discussion is important in promoting the employee's ability to carry out the function effectively. *However, tasks should not be listed as performance standards.*

Identifying Supervisors' Priorities

An important part of the communication between supervisors and employees is the priority the supervisor places on the various areas of responsibility. An indication of the level of importance the supervisor places on each job function enables the employee to plan and carry out his or her work assignments more effectively. The priority assigned communicates to the employee how much effort, attention, energy or time should be devoted to each function. This is especially useful when there are a number of work demands being made at the same time.

The following scale may be useful in identifying the supervisor's priorities and communicating them to staff:

- (1) **Top Priority**
This job function is of maximum importance to the success of the work unit, and work directed toward this function should take precedence over all other work.
- (2) **Second-Level Priority**
This job function is of considerable importance to the success of the work unit, and serious attention needs to be given to this work on a regular basis.
- (3) **Third-Level Priority**
This job function contributes to the performance of the work unit. While a conscientious effort is required in this function, the work may be deferred when serious time constraints exist.

The priorities communicated to employees can and should be changed by the supervisor during the performance period to signal changes in work unit priorities or other organizational needs.

UNDERSTANDING THE PERFORMANCE FACTORS

Every organization maintains, as a part of its organizational culture, a concept of the way in which employees ought to approach their work assignments and their relationships with colleagues, supervisors, and those the organization serves. Certain work behaviors are viewed by the organization as central to creating and maintaining an efficient, effective, harmonious and productive work environment. The work behaviors the Commission values are identified by the performance factors included in the Performance Management Program.

Because behavior, like beauty, is often in the eye of the beholder, the performance factors may be interpreted differently by supervisors, based on the needs and interests of their particular work unit. Take, for example, a requirement that "employees dress professionally." Professional dress in an executive office might mean that men are expected to wear suits and women are expected to wear suits or dresses. In other units, professional dress might mean wearing a uniform. It is also possible that different supervisors may place varying levels of importance on a specific work behavior. A requirement that work products be "accurate" might have a much different meaning for the head of the accounting department than it has for a supervisor in the division responsible for training programs. Therefore, it is the responsibility of each supervisor to clarify with employees the particular expectations he or she has with regard to the identified work behaviors at the beginning of each performance period.

To help supervisors communicate their expectations clearly, the following discussion identifies the cluster of desirable behaviors included in each performance factor and then lists some examples of behaviors that could be considered undesirable and/or counterproductive. *These lists of inappropriate behaviors are not part of the definition of the factors and are not intended to be all-inclusive. They are provided only to help supervisors clarify and communicate their expectations to their staffs.*

Performance Factors For Employees In Office/Clerical, Skilled Craft, and Maintenance Positions

1. **Observation of Commission Policies, Regulations, Rules and Practices:** The extent to which the employee follows all applicable Commission policies, regulations, rules and practices in completing assigned work and meeting employment responsibilities.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Ignores regulations, disregards Commission rules, policies and practices or fails to follow practices that apply to his or her work assignments.

2. **Public Service Orientation:** The extent to which the employee actively promotes a "positive public image" for the Commission through words, actions and appearance. Demonstrates respect and courtesy in all interactions with the public. Completes any work assignments that are directly related to services to the public within a time frame established by supervisor and takes care to ensure that the information provided is accurate and/or the service delivered is

2. Public Service Orientation: (continued)

of the highest quality. Takes individual responsibility to properly maintain Commission property and facilities and keep equipment in good working order.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Is sometimes rude or otherwise disrespectful to members of the public with whom he or she comes in contact. Fails to wear required uniform or otherwise dresses in a manner which is unprofessional. Fails to complete work within the assigned or promised deadline. Provides incorrect or incomplete answers to questions from the general public, or other customers. Misuses or abuses the office equipment or other tools, vehicles, etc. he or she uses in work.

- 3. Dependability and Responsiveness:** The extent to which the employee can be depended upon to be on time for work and/or meetings and to complete work assignments on or before scheduled deadlines. Follows through on routine work responsibilities with minimal supervision. Keeps supervisor informed of potential problems or work delays. Accepts responsibility for own actions, and acknowledges and corrects mistakes as they occur.

Examples of work behavior that would not meet this expectation might include the following. Employee: Is frequently late to work or meetings. Does not complete assignments on deadline. Is slow to respond to normal requests. Requires close supervision even for routine assignments. Does not keep others informed of problems. Blames others for own errors.

- 4. Team Work:** The extent to which the employee works effectively with employees both inside and outside the work unit. Interacts with other employees in a manner that is open and honest, courteous and respectful, cooperative and productive. Reliably does his or her share of the work that is assigned jointly to a work team.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Is frequently in conflict with fellow workers. Withholds information or assistance requested by fellow employees. Does not actively participate in group work activities. Fails to do his or her share of work, or undermines the work of others.

- 5. Productivity:** The extent to which the employee completes work that is thorough and error-free, shows attention to detail, meets standards identified by supervisor, and seldom needs to be redone. Maintains knowledge and skills at the levels needed to be successful in all areas of responsibility. Demonstrates willingness to learn new techniques to improve productivity. Plans and organizes own work so that it can be accomplished during normal work hours. Demonstrates ability to adapt quickly to changing work priorities, maintain high level of productivity under stressful conditions, and respond effectively in critical or emergency situations.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Declines opportunities for in-service training. Does not adapt to change. Produces work that does not meet work unit standards. Wastes time or other

5. **Productivity: (continued)**

resources in completing assigned work. Is unable to maintain quantity and/or quality of work when under pressure of deadlines or multiple demands. Panics in an emergency or crisis situation.

6. **Problem-Solving and Judgment:** The extent to which the employee recognizes when a problem is developing and properly notifies the appropriate supervisor. When problems arise in own area of responsibility, takes appropriate steps to resolve them. Understands when problems cannot, or need not, be resolved and adjusts work procedures to work around them.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Tries to handle problems alone when others should be involved, or has difficulty recognizing or admitting that problems exist. Fails to inform supervisor as problems develop. Fails to take steps of which he or she is capable to resolve problems. Wastes time or energy worrying or complaining about issues that are not relevant or important.

7. **Safety/Security:** The extent to which the employee observes all safety guidelines and works in a safe and cautious manner. Takes no unnecessary risks and overlooks no potential hazards. Takes responsibility to notify appropriate department of hazardous conditions as they are observed and to report accidents and injuries promptly. Takes whatever action is appropriate to prevent accidents from occurring.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Disregards safety guidelines and/or takes unnecessary chances. Fails to follow standard operating procedures. Does not report safety hazards or accidents he or she observes.

8. **Supervision:** (To be completed for team leaders and first line supervisors only) The extent to which the team leader or supervisor clearly communicates work expectations; holds employees responsible for completing assignments on schedule, and provides them with regular constructive feedback on performance strengths and weaknesses. Assigns and evaluates work in a fair and consistent manner. Recognizes personnel problems; takes the initiative to meet with supervisor to develop plans to resolve them, and then takes responsibility for carrying out those plans. If applicable, conducts performance planning and evaluation activities in a direct, thorough, consistent and timely manner.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Fails to take an active leadership role. Fails to provide praise and/or constructive criticism when either is warranted. Is abusive when criticizing employees. Shows favoritism in assigning work. Ignores or overlooks problems within work team, and/or fails to coordinate corrective actions with supervisor. If applicable, fails to follow performance evaluation procedures as specified in the Performance Management Program and fails to complete evaluations in a thorough and timely manner.

Performance Factors for Employees in Administrative, Technical, Professional and Paraprofessional Positions

1. **Observation of Commission Policies, Regulations, Rules and Practices:** The extent to which the employee: Follows all applicable Commission policies, regulations, rules and practices in completing assigned duties and meeting employment responsibilities. Properly administers any Commission policies, regulations and rules that pertain to his or her particular area of work responsibility.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Disregards, or misapplies Commission policies, regulations, rules or practices in carrying out responsibilities.

2. **Public Service Orientation:** The extent to which the employee recognizes that the Commission is a public entity created to provide certain services to the public and, in both public forums and direct interactions with members of the public, demonstrates a “public service orientation” and communicates professionalism through actions and appearance to promote a positive image for the Commission. Is respectful and courteous in receiving citizens’ request for information or assistance. Provides requested information and/or services in a timely and effective manner. Takes individual responsibility to ensure that Commission property, facilities and equipment are neither abused nor misused.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Speaks or otherwise behaves in a manner that could be considered inappropriate, rude or disrespectful when dealing with the public or other customers or when in a position to be observed by the public or other customers. Fails to follow through on requests from the public in an effective manner. Abuses or misuses Commission property, facilities or equipment, or fails to take necessary actions to protect Commission property, facilities or equipment.

3. **Dependability and Responsiveness:** The extent to which the employee can be depended upon to be on time to work and to meetings. Completes work assignments on or before scheduled deadlines and responds to requests for information or assistance within time frame established by supervisor. Routinely notifies appropriate staff of problems or delays. Prioritizes work and sets realistic deadlines. Follows through on routine work responsibilities with minimal supervision. Accepts responsibility for own actions, and acknowledges and corrects mistakes when they occur.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Is frequently late for work or meetings. Does not complete assignments on deadline. Is slow to respond to normal requests. Does not keep others informed of problems. Tends to complete minor assignments at the expense of more important ones. Needs close supervision even when doing routine work. Frequently blames others for own errors. Does not follow standard work procedures or keep adequate documentation of work in progress.

4. **Team Work:** The extent to which the employee maintains positive work relationships with employees both inside and outside the work unit. Interacts with other employees in a manner that is open and honest, courteous and respectful, cooperative and productive. Actively contributes to group activities, participates in group decision-making, and supports group decisions. Displays work habits that promote successful achievement of workunit, department and Commission wide objectives. Accepts and provides praise and constructive criticism with equal effectiveness.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Is frequently in conflict with colleagues. Does not actively participate in group work activities. Undermines or ignores group decisions. Places personal interests ahead of organizational goals. Expresses lack of confidence in colleagues' abilities. Loses temper. Is insensitive to others' needs. Seems to create conflicts among others. Is defensive when criticized or abusive in criticism of others.

5. **Productivity:** The extent to which the employee completes work products that: (1) are well-organized, thorough, error free, and show attention to detail; (2) are consistent with established department and/or work unit standards; (3) do not require extensive review; and, (4) must seldom be returned for corrections. Appropriately considers feedback and integrates it into both the current and future work assignments. Maintains knowledge and skills at the levels needed to be successful in all areas of responsibility and demonstrates a willingness to learn new techniques to improve productivity. Applies appropriate amount of time, effort and human and material resources to specific work assignments. Plans and organizes work so that it can be accomplished within normal work time. Anticipates emergencies so that they can be accommodated with minimal disruption of normal work flow and minimal overtime work. Demonstrates ability to adapt quickly to changing work priorities, maintain high level of productivity under stressful conditions, and respond effectively in critical or emergency situations.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Declines opportunities for in-service training. Resists new technologies or operating systems. Does not adapt to change. Produces work that does not meet work unit standards. Wastes time or other resources in relation to specific assignments. Needs to work "overtime" to complete routine assignments. Fails to foresee and plan for potential emergencies. Is unable to maintain quantity or quality of work when under pressure of deadlines or multiple demands.

6. **Problem-Solving and Judgement:** The extent to which the employee effectively identifies problems and is resourceful and creative in developing solutions, requesting the assistance or input of others as appropriate. Recognizes and analyzes issues that may affect the department and/or the Commission and delineates alternative approaches to these issues. Accurately judges the importance of an issue or problem to the organization, sets priorities and acts accordingly. In decision-making, considers all alternatives and reaches specific conclusion(s) within established time limits. Considers the impact of decisions on other parts of the organization and correctly identifies others who should be included in the problem-solving or decision-making process. Recognizes when problems cannot, or need not, be resolved and accepts and adapts to the current situation. Acts with discretion when

6. **Problem-Solving and Judgement: (continued)**
confidential or sensitive information is involved.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Tries to handle problems alone that should be shared with others, or has difficulty recognizing and/or admitting that problems exist. Fails to inform appropriate staff of problems. Applies ineffective solutions to problems. Misses larger implications of problems and does not include appropriate staff in problem resolution. Cannot let go of an issue that cannot or need not be resolved. Shares confidential information with inappropriate people; engages in gossip or spreads rumors.

7. **Communication:** The extent to which the employee recognizes the value of effective communications in creating and maintaining a harmonious and productive work environment and routinely demonstrates good oral and written communication skills; e.g., (1) communications rarely result in misunderstandings or confusion; (2) oral communications are appropriate for time, place and audience, and are polite, clear, concise, free from jargon and effective; and 3) written communications are well-organized, readable, accurate and complete. Listens effectively.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Does not share information with others as situations require. Does not listen effectively. Frequently causes confusion through miscommunication of information. Produces poorly written communications. Tends to talk too loudly or uses slang or abusive language in the office environment.

8. **Management:** (To be completed for program managers only) The extent to which the manager: Plans, organizes and directs programs/projects in a results-oriented manner so that work is completed on schedule and within budget. Establishes clear and realistic goals for programs/projects. Capitalizes on opportunities to enhance current programs and projects and develop desirable new ones.

Examples of work behaviors that would not meet this expectation might include the following. Employee: Completes projects or programs that are late or over budget. Fails to set realistic goals or goals are unclear. Resists opportunities to expand or enhance programs/projects. Lacks initiative.

9. **Supervision:** (To be completed for managers with supervisory responsibility only) The extent to which the supervisor demonstrates effective performance management practices, i.e., (1) clearly communicates work expectations; (2) holds staff responsible for timely and accurate completion of assignments; (3) provides staff with regular feedback on performance strengths and weaknesses in a constructive manner; and (4) provides ample opportunity for staff comments and questions. Conducts required performance planning and review activities in a direct, thorough, consistent and timely manner. Delegates work appropriately and provides staff with opportunities for professional growth and development. Recognizes personnel problems and, with appropriate staff, develops plans to resolve them. Treats staff with respect and uses discretion in addressing, discussing, and documenting personnel issues. Effectively decides or recommends approval on all personnel actions affecting employment,

9. Supervision: (continued)

transfer, promotion, reward, discipline or discharge of staff. Keeps staff informed of Commission and department management plans and decisions.

Examples of work behavior that would not meet this expectation might include the following. Supervisor: Is ineffective in planning, organizing, directing or facilitating work of staff members. Fails to follow procedures specified in the Performance Management Program. Does not provide timely constructive feedback, or is abusive in criticizing staff. Does not keep staff adequately informed of management plans. Fails to recommend for hire effective staff or to document performance sufficiently to terminate poor performers in a timely manner. Undermines or sidesteps human resources policies and/or procedures. Ignores personnel problems that should be resolved. Abuses confidentiality of personal information regarding staff members. Fails to complete performance evaluations in a thorough and timely manner.

- 10. Affirmative Action Effectiveness:** (To be completed for managers with supervisory responsibility only) The extent to which supervisor takes steps to ensure that all staff are given full equal employment opportunities and treatment in placements, promotions, training, details, compensation, benefits and any other actions which affect their employment status, without regard to race, age, gender, religion, national origin or any factor other than the quality of work performance.

Examples of work behavior that would not meet this expectation might include the following. Supervisor: Fails to take advantage of opportunities to promote equal opportunity for advancement of all qualified subordinates. Exhibits bias in assigning work, making promotions, awarding recognition, etc., through favoritism shown to a specific employee or group of employees at the expense of others.

DIRECTIONS FOR COMPLETING THE PERFORMANCE MANAGEMENT FORM

Under the Commission Performance Management Program, the Performance Management Form is designed to facilitate effective two-way communication between the supervisor and the employee. The Performance Management Form is not just a written record of the supervisor's evaluation of the employee's previous work efforts. The employee and the supervisor will use the Form throughout the performance year as a planning tool and reference document, as well as an appraisal form, and both should regard the Form as a working document subject to adjustment and change as circumstances require.

Work performance will actually be managed through a series of formal conferences and informal conversations between the supervisor and the employee. The Form is simply a place in which to record the essential information that is communicated in the formal conferences.

Two Performance Management Forms are provided in the Appendix-- Form A and Form B. Supervisors should use Form A to complete evaluations for employees who are in administrative, technical, professional and paraprofessional positions. Form B should be used for employees who are in office/clerical, skilled craft and maintenance positions. The following guidelines are provided for the completion of the Performance Management Forms.

Steps Taken During Performance Planning Process

- 1. Complete Employee Identification Section, Page 1.**
- 2. Review Performance Factors, Part I.**

During the planning conference, the supervisor should review the Performance Factors with the employee. This review should focus on clarifying the supervisor's expectations regarding the employee's work behavior in each of the applicable factors. *Any factors (or specific behavior elements within a factor) which do not apply to the specific work situation may be crossed out or marked in some way.* Those elements which are more important (and/or where improvement or change is desired) should then be clearly identified and defined in terms of the supervisor's particular needs or interests for the individual and/or the work unit. *As appropriate, key words or phrases may be highlighted or noted on the Form, or an additional page containing these notes may be attached to the Form.*
- 3. Record Essential Job Functions and Performance Standards, Part II.**

Prior to the performance conference, the supervisor (and when appropriate the employee) should draft preliminary performance standards for each of the employee's essential job functions. (Note: for non-exempt employees, the standards for routine job functions are developed on a department-wide basis.) During the conference, the performance plan is discussed and finalized. Then during (or immediately following) the planning conference, the supervisor should record each of the performance standards assigned for the coming performance year. Supervisors of non-exempt employees may simplify this process by writing only the titles of the job functions in Part II and then attaching to the Form, a copy of the relevant department performance standards. In general, it is a good idea to

Steps Taken During Performance Planning Process (continued)

note the level of priority the supervisor places on each job function as well.

4. Distribute the Performance Management Form

The supervisor should keep the original Form and forward one copy to the employee. A second copy should be sent to the Department Head who will review for departmental consistency.

Steps Taken When Conducting Performance Reviews and Evaluations

For New Employees

A formal performance appraisal is required for all new employees at the end of the first six months of employment. If the employee does not receive an overall rating level of "2" at this time, the initial probation period may be extended for another 6 months. These employees must be evaluated at the end of the extension (the first 12 months of employment).

Evaluations for new hires should be completed using the appropriate Performance Management Form located in the Appendix. For a detailed explanation of the steps in the performance review and appraisal process, please see section on "Performance Reviews and Evaluations-- New Hires" on page 8 of this manual.

- 1. Complete New Hire Identification and Record the Date of Performance Conference.**
During or immediately following the formal review conference, the supervisor should note the date of the performance review conference in the space labeled "New Hire Probation" for either the 6-month or the 12-month review on page 1 of the Performance Management Form.
- 2. Record Ratings and Complete Evaluation Form.**
The supervisor must complete the rest of the Form beginning with Item #2 on Page 30 of this manual.

New employees must achieve an overall performance evaluation rating of "2" to be converted to career status.

Steps Taken When Conducting Performance Reviews and Evaluations (continued)

Career Employees

A performance evaluation is required for all career employees at the end of each performance year. Additional evaluations may also be conducted on an interim basis as necessary. Evaluations should be completed using the appropriate Performance Management Form found in the Appendix.

- 1. Complete Employee Identification and Record the Date of Performance Conference.**
During or immediately following the conference, the supervisor should record on page 1 of the Performance Management Form, the date and the specific type of conference held using one the following spaces labeled:

- “Anniversary Year-end Conference” for annual performance evaluations which are required for all employees at the end of each performance year.
- “Interim Evaluations” for all other performance reviews conducted within the performance evaluation cycle. Interim reviews may be conducted for reasons listed beginning on page 9 of this manual. Supervisors must identify on page 1 of the Performance Management Form, the reason for the Interim review.

Note: If the interim evaluation is being used to document changing work priorities/supervisory expectations, then supervisors record revisions to Essential Job Functions and Performance Standards under Part II of the Performance Management Form. If necessary, additional pages may be added to the original Form. At the end of the conference, the supervisor should provide a copy of the revised Form to the employee. Steps #2 through #10 do not apply for this type of interim conference.

- 2. Record the Ratings for Performance Factors, Part I.**

The possible Performance Factor Ratings are identified beginning on page 2 of the Form. Using only *whole numbers*, the supervisor should record the rating assigned for each applicable performance factor in the spaces provided on the right-hand side of the page.

A rating of level of “2”, “consistently meets supervisor's expectations,” reflects a level of performance in which “consistently” means “always” or “nearly always.” A supervisor who assigns a rating of (1) or (0) to a performance factor must be able to provide the employee with specific examples of his or her work behavior that did not meet the supervisor's expectations.

- 3. Determine and Record Average Factor Rating, Part I.**

After completing the ratings for each Performance Factor, supervisors should determine the Average Factor Rating and record it in the space provided. To find the Average Factor Rating, add all of the individual factor ratings and divide the total by the number of factors rated. If the Average Factor Rating is not a whole number, it should be rounded to the nearest decimal. (For example, an average of 1.77 would be rounded to 1.8).

4. Record Ratings for Job Function Performance Standards, Part II.

Using only *whole numbers*, the supervisor should record the rating assigned for each job function in the spaces provided on the right-hand side of the page.

The only criterion for evaluating each standard is whether the employee fully achieved the identified results, or fell short of achieving the identified results. The following examples may be useful in making this determination.

Sample Standard 1. - Facility rental income was (will be) increased by 15% over previous year.

Result - Income was increased by 15% or more = Fully Achieved

Result - Income was increased by 14% or less= Fell Short of Achieving.

Sample Standard 2. - 85% of those responding evaluated training programs as "very good" or "outstanding."

Result - 85% or more rated programs as "very good" or "outstanding" = Fully Achieved

Result - Less than 85% rated programs as "very good" or "outstanding"= Fell Short of Achieving

Sample Objective 3. - Comprehensive survey of public opinion completed (results tabulated and published) by July 1.

Result- Survey results tabulated and published on or before July 1 = Fully Achieved

Result-Survey results tabulated by July 1, but publication not completed until August 15 = Fell short of Achieving

To earn a rating of (2) for a job function, the employee must have fully achieved most of the standards for that function.

To earn a rating of (1) for a job function, the employee must have fallen short of achieving two or more of the standards for that function.

5. Determine and Record Overall Performance Rating, Part III.

The rating guide in Part III identifies the criteria for each of the possible Overall Performance Ratings. The supervisor must use these criteria for determining the overall rating and then record that rating in the space provided.

6. Optional - Supervisor's Comments, Part III.

Supervisors may use the space provided in Part III of the Performance Management Form to record any narrative comments they wish to make. These might identify particular strengths and/or weaknesses the employee has exhibited during the performance period and any developmental needs that may need to be addressed in the coming performance year.

7. Signatures, Part IV.

Once completed, the Form must be signed by the supervisor, the second level supervisor and the employee. The Department Director or designee must also sign the Form when it has been reviewed.

8. Employees Confirm Supervisory Support, Part IV.

Employees should answer yes or no to the two questions which address the support provided by their supervisors under the Performance Management Program.

9. Optional -- Employee's Comments, Part IV.

Employees may use the space provided to record any comments they wish to make regarding their performance and/or their evaluation. If preferred, they may attach to the Form a separate sheet containing those comments.

10. Optional -- Employee Self-assessment.

As a part of his or her preparation for the formal performance appraisal conference, each employee may wish to do a self assessment of his or her performance prior to the conference with the supervisor.

Although only the supervisor's performance ratings will be recorded on the official Performance Management Form, completing the self-assessment process provides employees with an opportunity to objectively review their own efforts during the performance period and identify any issues they will want to discuss with their supervisor during the conference.

Conducting the Self-assessment: Employees should make a copy of the Performance Management Form and:

1. *Record Ratings for the Performance Factors, Part 1.*

Please see item #2 on Page 30 of the manual for guidance in determining the appropriate rating.

2. *Record Ratings for the Job Function Performance Standards, Part II.* Please see Item #4 on page 31 for guidance in determining the appropriate rating.

3. *Forward a copy of the self-assessment to the supervisor.*

Steps Taken When Conducting a Performance Improvement Plan

The Performance Improvement Plan may be used at any time during the performance cycle when an employee's performance is not meeting the supervisor's expectations to the extent that a structured course of corrective action needs to be implemented. Employees who receive a second consecutive overall rating level of "1" at the time of their anniversary, or an overall rating level of "0" at any time during the performance cycle must be placed on a Performance Improvement Plan for a minimum of thirty (30) and a maximum of one-hundred eighty (180) calendar days. See also, page 12 for details on the Performance Improvement Plan.

1. Complete Page 1 of the Performance Management Form.

Supervisors should complete the employee's identification and check off the reason for which the Performance Improvement Plan is being implemented.

Under the Section, "Duration of Performance Improvement Plan," the supervisor must designate a period which may last a minimum of 30 days and a maximum of 180 days during which the employee has to correct the performance problem(s).

Supervisor should also identify the date on which the employee's performance will be reevaluated. This date should be the conclusion of the Performance Improvement Plan period.

2. Complete steps #2 through #5 of Performance Reviews and Evaluations for Career Employees which begin on page 30 of this manual.

3. Complete the Performance Improvement Plan Document.

This document is attached to the Performance Management Form and must be completed by the supervisor. In doing so, the supervisor should identify the employee's overall performance evaluation rating level from step #2 above. Additionally, the supervisor must list specific performance problem(s) from the overall evaluation (Performance Factors and/or Performance Standards), the rating levels associated with the performance issues, and necessary corrective actions which must be taken to achieve desired performance results. Throughout the designated Performance Improvement Plan period, the employee should receive counseling and coaching from the supervisor to improve performance.

4. Review Corrective Actions Taken by Employee.

At the end of the Performance Improvement Plan period, the supervisor must reevaluate the employee's overall performance and determine whether identified performance deficiencies were corrected. See step #2 above to determine overall rating. If the employee was placed on a mandatory Performance Improvement Plan, the employee must attain an overall fully satisfactory performance rating level of "2" (see section above outlining reasons for mandatory use).

Performance Improvement Plan (continued)

5. Optional - Supervisor's Comments, Part III.

Supervisors may use the space provided on Part III of the Performance Management Form to record any narrative comments. These might identify particular strengths and/or weaknesses the employee has exhibited during the performance period and any developmental needs that may need to be addressed in the coming performance year.

6. Signatures, Part IV.

Once completed, the Form must be signed in the space provided in Part IV by the supervisor, the second level supervisor and the employee. The Department Director or other executive must also sign the Form when it has been reviewed.

7. Employees confirm supervisory support, Part IV.

Employees should answer yes or no to the two questions which address the support provided by their supervisors under the Performance Management Program.

8. Optional -- Employee's Comments, Part IV.

Employees may use the space provided in Part IV of the Form to record any comments they wish to make regarding their performance and/or their evaluation. If preferred, they may attach to the Form a separate sheet containing those comments.

APPENDIX

Performance Management Forms

Form A: Administrative, Technical, Professional and Paraprofessional Positions

Form B: Office/Clerical, Skilled Craft and Maintenance Positions

**Form A: Administrative, Technical, Professional and
Paraprofessional Positions**

**MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION
PERFORMANCE MANAGEMENT FORM
Administrative, Technical, Professional and Paraprofessional Employees**

Name: _____
Department: _____

Position: _____
Supervisor: _____

Performance Review and Appraisal

Planning Meeting _____
date

Reviews:

Anniversary Year-end Conference _____
date

Interim Review _____ Reason for Interim Review _____
date

Performance Improvement Plan

A Performance Improvement Plan is a management strategy (tool) used to assist employees in identifying performance issues and redirecting performance to better meet supervisory expectations. A Performance Improvement Plan must include identification of specific performance problems, necessary corrective actions which must be taken; performance results that must be attained to correct the problem(s); and the designation of a specific period (30 to 180 calendar days) in which to achieve the desired results. (Use page 10 of this Form to identify performance deficiencies and corrective actions).

Check Appropriate Reason:

- _____ Review following an overall rating of "0" at time of anniversary anytime during the performance cycle
- _____ Review following a second consecutive overall rating of "1" at time of anniversary
- _____ Review following an overall rating of "0" at any time during the performance cycle

Duration of Performance Improvement Plan: _____ To: _____
start date end date

At the end of the Performance Improvement Plan period, performance will be reevaluated. This review will be conducted on : _____. At that time, the overall performance rating of "2" must be attained to successfully complete the mandatory Performance Improvement Plan. If an overall rating of "2" is not attained, the employee may be removed from his/her position.

The Performance Management Cycle

At the beginning of the performance period:

Supervisor meets with staff member to review the core job functions and identify the performance standards (*measurable or observable results*) that will be used to measure successful accomplishment of each job function. In addition to core job functions, performance standards may be identified for special projects and/or professional development efforts. Review the performance factors and discuss those areas, if any, in which special attention should be focused during the coming performance period.

During the performance period:

Supervisor meets formally or informally with staff member to review progress in achieving identified performance standards. Acknowledge the employee's success, and discuss and facilitate resolution of any problems he or she may be encountering. Adjust performance standards as appropriate to reflect changes in organizational priorities or the work environment.

At the end of the performance period, the supervisor should review and evaluate staff member's performance using the following ratings:

Performance Factor Ratings

- (2) Employee *consistently meets supervisor's expectations* in regard to this performance factor.
- (1) Employee *falls short of fully meeting supervisor's expectations* in regard to one or more elements this performance factor.
- (0) Employee *frequently fails to meet supervisor's expectations* in regard to one or more elements of this performance factor.

Job Function Performance Standards Ratings

- (2) Employee *fully achieved most* of the performance standards for this essential task or job function and may have exceeded one or more of the standards.
- (1) Employee *fell short of fully achieving two or more* of the performance standards for this essential task or job function.
- (0) Employee achieved less than half the performance standards for this essential task or job function.

Part I - Performance Factors

1. **Observation of Commission Policies, Regulations, Rules and Practices:** Rating ____
The extent to which employee: Follows all applicable Commission policies, regulations, rules, and practices in completing assigned duties and meeting employment responsibilities. Properly administers any Commission policies, regulations and rules that pertain to his or her particular area of work responsibility.

2. **Public Service Orientation:** **Rating ____**
 The extent to which employee: Recognizes that the Commission is a public entity created to provide certain services to the public and, in both public forums and direct interactions with members of the public, demonstrates a "public service orientation" and communicates professionalism through actions and appearance to promote a positive image for the Commission. Is respectful and courteous in receiving citizens' requests for information or assistance. Provides requested information and/or services in a timely and effective manner. Takes individual responsibility to ensure that Commission property, facilities and equipment are neither abused or misused.
3. **Dependability and Responsiveness:** **Rating ____**
 The extent to which employee: Can be depended upon to be on time to work and to meetings. Completes work assignments on or before scheduled deadlines and responds to requests for information or assistance within time frame established by supervisor. Routinely notifies appropriate staff of problems or delays. Prioritizes work and sets realistic deadlines. Follows through on routine work responsibilities with minimal supervision. Accepts responsibility for own actions, and acknowledges and corrects mistakes when they occur.
4. **Team Work:** **Rating ____**
 The extent to which the employee: Maintains positive work relationships with employees both inside and outside the work unit. Interacts with other employees in a manner that is open and honest, courteous and respectful, cooperative and productive. Actively contributes to group work activities; participates in group decision-making, and supports group decisions. Displays work habits that promote successful achievement of work-unit, department and Commission-wide objectives. Accepts and provides praise and constructive criticism with equal effectiveness.
5. **Productivity:** **Rating ____**
 The extent to which the employee: Completes work products that: (1) are well-organized, thorough, error-free, and show attention to detail; (2) are consistent with established department and/or work unit standards, (3) do not require extensive review, and (4) seldom must be returned for corrections. Appropriately considers feedback and integrates it into both the current and future work assignments. Maintains knowledge and skills at the levels needed to be successful in all areas of responsibility and demonstrates a willingness to learn new techniques to improve productivity. Applies appropriate amount of time, effort and human and material resources to specific work assignments. Plans and organizes work so that it can be accomplished within normal work time. Anticipates emergencies so that they can be accommodated with minimal disruption of normal work flow and minimal overtime work. Demonstrates ability to adapt quickly to changing work priorities, maintain high level of productivity under stressful conditions, and respond effectively in critical or emergency situations.
6. **Problem-Solving and Judgment:** **Rating ____**
 The extent to which the employee: Effectively identifies problems and is resourceful and creative in developing solutions, requesting the assistance or input of others as appropriate. Recognizes and analyzes issues that may affect the department and/or the Commission and delineates alternative approaches to these issues. Accurately judges the importance of an issue or problem to the organization, sets priorities and acts accordingly. In decision-making, considers all alternatives and reaches specific conclusion(s) within established time limits. Considers the impact of decisions on other parts of the organization and correctly identifies others who should be included in the problem-solving or decision-making process. Recognizes when problems cannot, or need not, be resolved and accepts and adapts to the current situation. Acts with discretion when confidential or sensitive information is involved.

7. **Communication:** **Rating** ___
 The extent to which the employee: Recognizes the value of effective communications in creating and maintaining a harmonious and productive work environment and routinely demonstrates good oral and written communication skills; e.g. (1) communications rarely result in misunderstandings or confusion; (2) oral communications are appropriate for time, place and audience and are polite, clear, concise, free from jargon and effective, and 3) written communications are well-organized, readable, accurate and complete. Listens effectively.
8. **Management (To be completed for program managers only):** **Rating** ___
 The extent to which the manager: Plans, organizes and directs programs/projects in a results-oriented manner so that work is completed on schedule and within budget. Establishes clear and realistic goals for programs/projects. Capitalizes on opportunities to enhance current and develop desirable new programs/projects.
9. **Supervision: (To be completed for managers with supervisory responsibility only)** **Rating** ___
 The extent to which supervisor: Demonstrates effective performance management practices: e.g., (1) clearly communicates work expectations; (2) holds staff responsible for timely and accurate completion of assignments, (3) provides staff with regular feedback on performance strengths and weaknesses in a constructive manner, and (4) provides ample opportunity for staff comments and questions. Conducts required performance planning and review activities in a direct, thorough, consistent and timely manner. Delegates work appropriately and provides staff with opportunities for professional growth and development. Recognizes personnel problems and, with appropriate staff, develops plans to resolve them. Treats staff with respect and uses discretion in addressing, discussing, and documenting personnel issues. Effectively decides or recommends approval on all personnel actions affecting employment, transfer, promotion, reward, discipline or discharge of staff. Keeps staff informed of Commission and department management plans and decisions.
10. **Affirmative Action Effectiveness** **Rating** ___
(To be completed for managers with supervisory responsibility only)
 The extent to which supervisor: Takes steps to ensure that all staff are given full equal employment opportunities and treatment in placements, promotions, training, details, compensation, benefits and any other actions which affect their employment status, without regard to race, age, gender, religion, national origin or any factor other than the quality of work performance.

To determine Average Factor Rating, add the ratings you have assigned to performance factors and divide that total by the number of factors rated. (Do not count those for which you have given no rating.) If the average is not a whole number, round it up to the nearest decimal -for example - an average of 1.77 should be recorded as 1.8.

Average Factor Rating:___

Part II - Essential Job Functions and Performance Standards

Rating

Job Function: _____

Performance Standards:

_____ **Date Revised:** _____

Job Function: _____

Performance Standards:

_____ **Date Revised:** _____

Job Function: _____

Performance Standards:

_____ **Date Revised:** _____

Job Function: _____

Performance Standards:

_____ **Date Revised:** _____

Part II - Essential Job Functions and Performance Standards (Continued)

Rating

Job Function: _____

Performance Standards:

Date Revised: _____

Job Function: _____

Performance Standards:

Date Revised: _____

Job Function: _____

Performance Standards:

Date Revised: _____

Job Function: _____

Performance Standards:

Date Revised: _____

If more space is needed, this page may be duplicated or another page attached.

Part III - Overall Performance Rating:

Rating Guide

Overall Performance Rating Explanation

- (2) Employee achieved results that fully met supervisor's expectations and earned a rating of (2) for the majority of job functions and not less than (1) for all other functions and an Average Factor Rating of 1.5 or better.
- (1) Employee achieved results that fell short of fully meeting supervisor's expectations, but earned a rating of (1) or better for the majority of job functions and an Average Factor Rating of 1.0 or better, with no more than one factor rating of (0).
- (0) Employee failed to meet supervisor's expectations and earned a rating of (0) for one or more of the job functions and/or rating of (0) for two or more factors.

Overall Performance Rating:

Based on this employee's scores on the job function performance standards and the performance factors, the overall rating for this performance period is:

Overall Performance Rating: _____

Supervisor's Comments: (Optional)

Part IV - Signatures:

Supervisor Completing Evaluation:

Name/Title _____ Date _____

Second Level Supervisor:

Name/Title _____ Date _____

Department Director/Other Executive (if different from supervisor):

Name/Title _____ Date _____

Employee: Please sign and check the responses that are appropriate to your situation:

Acknowledgment of Receipt of Evaluation:

Your signature does not indicate in any way that you agree with the performance rating or supervisor's comments reported on this form. Please sign below to indicate only that you have read and discussed this evaluation with your supervisor. You may write any comments you would like to make in the space below or on a separate sheet you attach to this form.

Name/Title _____ Date _____

Confirmation of Supervisory Support:

Did you meet with your supervisor at the beginning of the performance cycle to review your job functions and clarify his or her expectations for your individual performance in terms of both the performance standards and performance factors?

Yes _____ No _____

Employee:

Confirmation of Supervisory Support (continued):

Did your supervisor work with you to keep the performance standards up-to-date over the course of this performance cycle?

Yes _____ No _____

Employee Comments: (Optional)

Performance Improvement Plan

Identification of Performance Concerns: In addition to completing page 1 of the Performance Management Form and conducting a performance evaluation to provide the employee an assessment of their overall performance rating level, this page should be utilized to facilitate a Performance Improvement Plan. Supervisors should identify specific performance concerns as they relate to established performance factors or functions/standards and provide input on necessary corrective actions.

The following outlines specific performance issues which must be corrected. Rating levels for performance deficiencies are listed on the left-hand side. Recommended corrective actions needed to bring the employee's performance to an overall fully satisfactory rating level of "2" are also provided. The duration of the Performance Improvement Plan is: (Start Date): _____ (End Date): _____.

The employee's overall performance rating level before the implementation of the Performance Improvement Plan is a _____. The employee received this Performance Improvement Plan document on (Date): _____.

<i>Rating level Before Plan</i>	<i>Performance Issues</i>	<i>Corrective Actions</i>	<i>Rating Level After Plan</i>
_____	_____	_____	_____
	_____	_____	
	_____	_____	
_____	_____	_____	_____
	_____	_____	
	_____	_____	
_____	_____	_____	_____
	_____	_____	
	_____	_____	
_____	_____	_____	_____
	_____	_____	
	_____	_____	

A conference was held on _____ (Date) to discuss the employee's performance at the conclusion of the Performance Improvement Plan. The employee's performance level for each of the identified performance concerns is listed above or to the right-side. These ratings were included in the calculation of the employee's overall performance evaluation rating level. The overall performance rating level after the Performance Improvement Plan is a _____.

**Form B: Office/Clerical, Skilled Craft and
Maintenance Positions**

**MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION
PERFORMANCE MANAGEMENT FORM
Office/Clerical, Skilled Craft and Maintenance Employees**

Name: _____
Department: _____

Position: _____
Supervisor: _____

Performance Review and Appraisal

Planning Meeting _____
date

Reviews:

Anniversary Year-end Conference _____
date

Interim Review _____ Reason for Interim Review _____
date

Performance Improvement Plan

A Performance Improvement Plan is a management strategy (tool) used to assist employees in identifying performance issues and redirecting performance to better meet supervisory expectations. A Performance Improvement Plan must include identification of specific performance problems, necessary corrective actions which must be taken; performance results that must be attained to correct the problem(s); and the designation of a specific period (30 to 180 calendar days) in which to achieve the desired results. (Use page 9 of this Form to identify performance deficiencies and corrective actions).

Check Appropriate Reason:

- _____ Review following an overall rating of "0" at time of anniversary.
- _____ Review following a second consecutive overall rating of "1" at time of anniversary.
- _____ Review following an overall rating of "0" at any time during the performance cycle.

Duration of Performance Improvement Plan: _____ To: _____
start date end date

At the end of the Performance Improvement Plan period, performance will be reevaluated. This review will be conducted on: _____. At that time, the overall performance rating of "2" must be attained to successfully complete the mandatory Performance Improvement Plan. If an overall rating of "2" is not attained, the employee may be removed from his/her position.

This is a CONFIDENTIAL report.

The Performance Management Cycle

At the beginning of the performance period:

Supervisor meets with staff member to review the core job functions and identify the performance standards (*measurable or observable results*) that will be used to measure successful accomplishment of each job function. In addition to core job functions, performance standards may be identified for special projects and/or professional development efforts. Review the performance factors and discuss those areas, if any, in which special attention should be focused during the coming performance period.

During the performance period:

Supervisor meets formally or informally with staff member to review progress in achieving identified performance standards. Acknowledge employee's success, and discuss and facilitate resolution of any problems he or she may be encountering. Adjust performance standards as appropriate to reflect changes in organizational priorities or the work environment.

At the end of the performance period, the supervisor should review and evaluate staff member's performance using the following ratings:

Performance Factor Ratings

- (2) Employee *consistently meets supervisor's expectations* in regard to this performance factor.
- (1) Employee *falls short of fully meeting supervisor's expectations* in regard to one or more elements this performance factor.
- (0) Employee *frequently fails to meet supervisor's expectations* in regard to one or more elements of this performance factor.

Job Function Performance Standards Ratings

- (2) Employee *fully achieved most* of the performance standards for this essential task or job function and may have exceeded one or more of the standards.
- (1) Employee *fell short of fully achieving two or more* of the performance standards for this essential task or job function.
- (0) Employee achieved less than half the performance standards for this essential task or job function.

Part I - Performance Factors

1. **Observation of Commission Policies, Regulations, Rules and Practices** **Rating** ___
The extent to which employee: Follows all applicable Commission policies, regulations, rules and practices in completing assigned work and meeting employment responsibilities.
2. **Public Service Orientation** **Rating** ___
The extent to which employee: Actively promotes a "positive public image" for the Commission through words, actions and appearance. Demonstrates respect and courtesy in all interactions with the public. Completes any work assignments that are directly related to services to the public within time frame established by supervisor and takes care to ensure that the information provided is accurate and/or the service delivered is of the highest quality. Takes individual responsibility to properly maintain Commission property and facilities and keep equipment in good

working order.

3. **Dependability and Responsiveness**

Rating ____

The extent to which employee: Can be depended upon to be on time to work and to meetings. Completes work assignments on or before scheduled deadlines. Follows through on routine work responsibilities with minimal supervision. Keeps supervisor informed of potential problems or work delays. Accepts responsibility for own actions, and acknowledges and corrects mistakes as they occur.

4. **Team Work**

Rating ____

The extent to which the employee: Works effectively with employees both inside and outside the work unit. Interacts with other employees in a manner that is open and honest, courteous and respectful, cooperative and productive. Reliably does his or her share of the work that is assigned jointly to a work team.

5. **Productivity**

Rating ____

The extent to which the employee: Completes work products that is thorough and error-free, shows attention to detail; meets standards identified by supervisor, and seldom needs to be redone. Maintains knowledge and skills at the levels needed to be successful in all areas of responsibility. Demonstrates willingness to learn new techniques to improve productivity. Demonstrates ability to adapt quickly to changing work priorities, maintain high level of productivity under stressful conditions, and respond effectively in critical or emergency situations.

6. **Problem-Solving and Judgment**

Rating ____

The extent to which the employee: Recognizes when a problem is developing and properly notifies the appropriate supervisor. When problems arise in own area of responsibility, takes appropriate steps to resolve them. Understands when problems cannot, or need not, be resolved and adjusts work procedures to work around them.

7. **Safety/Security**

Rating ____

The extent to which the employee: Observes all safety guidelines and works in a safe and cautious manner. Takes no unnecessary risks and overlooks no potential hazards. Takes responsibility to notify appropriate department of hazardous conditions as they are observed and to report accidents and injuries promptly. Takes whatever action is appropriate to prevent accidents from occurring.

8. **Supervision:**

Rating ____

(To be completed for team leaders and first line supervisors only) The extent to which the team leader or supervisor clearly communicates work expectations; holds employees responsible for completing assignments on schedule, and provides them with regular constructive feedback on performance strengths and weaknesses. Assigns and evaluates work in a fair and consistent manner. Recognizes personnel problems; takes the initiative to meet with supervisor to develop plans to resolve them, and then takes responsibility for carrying out those plans. If applicable, conducts performance planning and evaluation activities in a direct, thorough, consistent and timely manner.

To determine Average Factor Rating, add the ratings you have assigned to performance factors and divide that total by the number of factors rated. (Do not count those for which you have given no rating.) If the average is not a whole number, round it up to the nearest decimal -for example - an average of 1.77 should be recorded as 1.8.

Average Factor Rating: ____

Part II - Essential Job Functions and Performance Standards

Rating

Job Function: _____

Performance Standards: _____

Date Revised: _____

Job Function: _____

Performance Standards: _____

Date Revised: _____

Job Function: _____

Performance Standards: _____

Date Revised: _____

Job Function: _____

Performance Standards: _____

Date Revised: _____

Part II - Essential Job Functions and Performance Standards (continued)

Rating

Job Function: _____

Performance Standards: _____

_____ **Date Revised:** _____

Job Function: _____

Performance Standards: _____

_____ **Date Revised:** _____

Job Function: _____

Performance Standards: _____

_____ **Date Revised:** _____

Job Function: _____

Performance Standards: _____

_____ **Date Revised:** _____

If more space is needed, this page may be duplicated or another page attached.

Part III - Overall Performance Rating:

Rating Guide

Overall Performance Rating Explanation

- (2) Employee achieved results that fully met supervisor's expectations and earned a rating of (2) for the majority of job functions and not less than (1) for all other functions and an Average Factor Rating of 1.5 or better.
- (1) Employee achieved results that fell short of fully meeting supervisor's expectations, but earned a rating of (1) or better for the majority of job functions and an Average Factor Rating of 1.0 or better, with no more than one factor rating of (0).
- (0) Employee failed to meet supervisor's expectations and earned a rating of (0) for one or more of the job functions and/or rating of (0) for two or more factors.

Overall Performance Rating:

Based on this employee's scores on the job function performance standards and the performance factors, the overall rating for this performance period is:

Overall Performance Rating:_____

Supervisor's Comments: (Optional)

Employee:

Confirmation of Supervisory Support (continued):

Did your supervisor work with you to keep the performance standards up-to-date over the course of this performance cycle?

Yes _____ No _____

Employee Comments: (Optional)

Performance Improvement Plan

Identification of Performance Concerns: In addition to completing page 1 of the Performance Management Form and conducting a performance evaluation to provide the employee an assessment of their overall performance rating level, this page should be utilized to facilitate a Performance Improvement Plan. Supervisors should identify specific performance concerns as they relate to established performance factors or functions/standards and provide input on necessary corrective actions.

The following outlines specific performance issues which must be corrected. Rating levels for performance deficiencies are listed on the left-hand side. Recommended corrective actions needed to bring the employee's performance to an overall fully satisfactory rating level of "2" are also provided. The duration of the Performance Improvement Plan is: (Start Date): _____ (End Date): _____.

The employee's overall performance rating level before the implementation of the Performance Improvement Plan is a _____. The employee received this Performance Improvement Plan document on (Date): _____.

<i>Rating level Before Plan</i>	<i>Performance Issues</i>	<i>Corrective Actions</i>	<i>Rating Level After Plan</i>
_____	_____	_____	_____
	_____	_____	
	_____	_____	
	_____	_____	
_____	_____	_____	_____
	_____	_____	
	_____	_____	
	_____	_____	
_____	_____	_____	_____
	_____	_____	
	_____	_____	
	_____	_____	
_____	_____	_____	_____
	_____	_____	
	_____	_____	
	_____	_____	

A conference was held on _____ (Date) to discuss the employee's performance at the conclusion of the Performance Improvement Plan. The employee's performance level for each of the identified performance concerns is listed above the right-side. These ratings were included in the calculation of the employee's overall performance evaluation rating level. The overall performance rating level after the Performance Improvement Plan is a _____.

