Attachment # 7
Page 1 of 34

BOARD OF COUNTY COMMISSIONERS

INTER-OFFICE MEMORANDUM

RECEIVED BY

JUL 0 5 2005

LEON COUNTY HUMAN RESOURCES

Date: **June 28, 2005**

To: Parwez Alam, County Administrator

From: Lillian Bennett, Human Resource Director

Subject: **Senior Management Performance Evaluations**

Human Resources has completed its review of the appropriateness of the current practice of annual performance evaluations for Sr. Management employees. As per your direction, attached is a summary of comments made by Sr. Management staff regarding this issue (Attachment #1). There are approximately 120 Sr. Management employees. Of that number, a total of 36 employees provided feedback to Human Resources. Based on the 36 employee responses, only seven (7) employees or 19% indicated they would like to continue with the current performance evaluation process. The remaining twenty nine (29) employees or 81% expressed a desire to **discontinue** the current formal evaluation process and develop an annual informal time of discussion between the employee and the supervisor.

Human Resources also reviewed comparable agencies to determine their current process for evaluation of Senior Management level employees. Agencies contacted were Alachua County, Manatee County, Marion County, Lake County, Leon County School Board and the City of Tallahassee. As a result of this review, we have determined that each of these agencies utilize a formal written evaluation process. Many of the evaluations are very lengthy and quite cumbersome. None of the agencies contacted, indicated an appreciation for their current evaluation process of higher level employees. A sample copy of other agency evaluation forms is included as Attachment #2.

In conclusion, it is the recommendation of Human Resources that Leon County discontinue the current evaluation process for Senior Management employees. We also recommend that an informal discussion meeting take place between the employee and the supervisor to review current year accomplishments, successes and improvements and to establish future goals and objectives. A summary of the objectives, procedures and a template for the informal discussion has been included as Attachment #3. This template may be modified to meet specific program needs.

Finally, a sign-off sheet (Attachment #4) will be completed by the employee and the supervisor upon completion of the informal discussion and forwarded to each Group Director. The Group Director will then certify to the County Administrator annually that all Sr. Management employees within their department has held at least one informal discussion meeting. This certification can be done during the annual merit and salary review process conducted by County Administration in July and August. Human Resources request your approval of this new process.

Approved PA 7/1/05 Disapproved _____

Sr. Management Responses to Whether or Not Formal Evaluations are Needed

Name		Response		Evaluation Yes	Evaluation No
Comment #1		Do not do evaluations for senior managers			X
Comment #2		No Sr Mgt evaluations			X
Comment #3		Yes, performance evaluations for senior management should be kept.		X	
Comment #4		I am comfortable with eliminating the current evaluation process for senior management.			X
Comment #5		In response to PA's question on Senior Management evaluations, a formal written evaluation is not necessary. As long as the supervisor meets with the employee at lease once a year to discuss performance. Plus, it is good to see how one is performing in one's job. As PA stated, Senior Management work at the County's pleasure.			X
Comment #6		No Sr. Management Evaluations			X
Comment #7		No Sr. Management Evaluations			X
Comment #8		I haven't had one in years - no, we don't need to keep them. However, an informal system of operational review/progress is a better approach. Each year each person should have some operational goals for the year and along with review of budget management, personnel management, customer/ client service, personal/professional growth and development, progress on the annual goals should be discussed to keep us moving hopefully in the right direction and to make sure everyone is on the same page.			X
Comment #9		My vote is for them to continue. Justification: As a Manager, my growth thru the years as a Supervisor (since 1979) has been with feed-back, coaching and training. Performance Evaluations provide the areas of weakness/improvement and are not/should not be subjective for any number of reasons. Job security is and always will be of importance to me.		X	

Comment #10		Based on PA's request at yesterday's management meeting, I would like to offer the following: 1. On issue of Sr. Mgt. Evaluations - I can see value in evaluations, but not of the current form or manner that is in use by Leon County. However, I likewise am uncertain that if doing away with these means that a communication of performance expectations between Executive and Senior Management employees will only disappear. I myself, have noticed a growing divide that exists between Courthouse management ("those in the know") and us outsiders ("those being kept in the dark"). My supervisor has never evaluated me once, nor really ever sat down to communicate a performance expectancy or vision for the work unit, and all performance planning is essentially current priority based (i.e., left feeling like a fireman waiting to be called to the next fire that must be put out - all of the time!). Granted, an organization can be managed in this way, but I seriously doubt this is the way that high performance Fortune 500 groups do it. What we need is improved communications. Planning. Visioning. Goal Setting. How we get this from management, without compulsion to speak to each other, I do not know. But it does need to be figured out and occur. Lapse communication is not good. I further echo PA's statement that evaluations are not done in private industry, as such was my prior experience with Chicago Bridge & Iron Company, who was/is an Engineering News Record "Top 5" company. Basically, I cannot recollect ever being evaluated prior to government. 2. Regarding the number of people in Senior Management - I think we have right classifications there now, but maybe an inadequate number of people in each position. We could use more construction managers to deliver projects, and these need to be in Sr. Management positions. In fact, I would like more freedom to hire and fire my own people than managers are given within the government. I did this before with the private industry, and cannot understand why it cannot be done here. Basically, just give us a personal service budget, hold us accountable and turn us lose. I know that I would make more happen for County.			X	

Comment #11		My opinion is that since we work at the pleasure of the Board, a yearly formal evaluation is not needed.			X
Comment #12		I agree with PA's sentiments regarding the Sr Mgt evaluation process. Although evaluations can be beneficial tools for working with staff, a "regimented" system such as what we have in place is just not flexible enough to allow us to derive significant benefits from it. The paperwork associated with generating the Performance Standards, keeping them current, and then keeping records all year long to be able to make a proper evaluation is just too cumbersome. If we are not going to simply do away with this process, I would support a more "informal" system - something like a quarterly confirmation to HR that I have met with a staff member and discussed employment issues - maybe HR could provide a list of 10 or so "subject" bullets to be discussed. No records - just an acknowledgement that we met and talked about it.			X
Comment #13		These positions do not require annual performance evaluation, which is cumbersome, time-consuming, and in some cases, conflicting.			X
Comment #14		For any position, the annual performance evaluation process takes staff time. However, it can be a good opportunity for us to review our own performance in the past year and to improve ourselves in the future. The Performance Evaluation is a part of our personnel record that may be used for our future employment reference. The current Evaluation Process is comprehensive but time consuming. If we can facilitate the process while retaining a record, it may be better.		X	
Comment #15		Since we serve at the pleasure of, I don't feel formal annual performance evals are necessary. PA also indicated that if we currently have any staff classed as senior management that we feel shouldn't be to let you know			X
Comment #16		I concur with this proposal. Moreover, the informal review should not be optional.			X
Comment #17		I think Senior Mgmt should have evaluations, because if we do not, how will we know how good or bad we are doing? I think we could reduce the number of Senior Management employees.		X	
Comment #18		I have no problem with eliminating the current evaluation			X

		process for Sr. Management positions.			
Comment #19		I think it is a good thing to have an evaluation for the senior management staff, so we can judge our performance and keep it for the record. However, it will be a great plus if the evaluation form could be simplified a little bit.		X	
Comment #20		I'm for NOT doing sr mgt performance appraisals			X
Comment #21		Discontinue the current Sr. Mgmt evaluation system. Institute an informal review process with Department verification to County Administration through the annual sr. management merit increase process. Something as simple as an e-mail from the Group Director indicating that all sr management employees have had at least one informal discussion of performance, goals and accomplishments during the year.			X
Comment #22		I like the informal review suggestion.			X
Comment #23		We do not need an evaluation system for senior managers			X
Comment #24		Yes, I think the performance evaluations should continue because some managers are reluctant to inform their managers of their performance level, especially when it is negative.		X	
Comment #25		Program Managers and I all agree that ongoing meetings and discussions of performance based on our annual strategic plan and personal goals for managers are more effective than the traditional Performance Evaluation.			X
Comment #26		As one being evaluated, I do not find them to be of much benefit through the year. Once completed, they are simply filed away with previous evaluations. I have always had good evaluations and strive to do my best here at the County. My philosophy is that I am a Professional working for a Professional. I fully expect my supervisor to come to me anytime he or she is not happy with my performance. Professionals should be expected to work out you here.			X
Comment #27		No, we should not continue having a written performance evaluation system for Senior Management employees. I do not believe the current form/format is useful at this level. While I understand that there is subjectivity in all performance evaluations, my most recent experience has been that it does not address issues that should, in my opinion, be important to the organization's leadership. I believe Senior Management's value			X

		should be assessed based upon their ability to assist the organization meet broad goals, such as the annual priorities established by the Commission, identifying innovate ways to increase efficiency, or developing new programs and processes to save or improve the use of county resources and in my case specifically, increase public safety. These issues are not considered in the current system. The current evaluation is more task specific; (i.e. complete staff performance evaluations, provide semi-annual staff use of sick leave reports to director, etc.) While it may be ideal for career service employees, it does not consider overall improvements that are needed to meet the demands of today's program operations (i.e great need for more collaboration and automation). The management philosophy and style has not kept up with/adapted to today's changing work environment or the workforce (employees). I would encourage a quarterly, semi-annual meeting with management to have open discuss about organizational goals and visions for the Program and then identify in writing steps and time lines for achieving same.			
Comment #28		Vote to eliminate the evaluations. The quarterly discussions will work since we are reviewed everyday while on the job. It would seem that Program Managers, Div. Directors and above would be Sr. Management.			X
Comment #29		My preference regarding the appraisals is to continue.		X	
Comment #30		I think continual feed back is best. Evaluations are a downer to even the best employee who is getting a "good" evaluation.			X
Comment #31		I like the way you presented this idea. My anxiety level goes down and I am encouraged by informal performance evaluations and the areas it would cover. This process can be followed up by a memo and still be a part of the personnel file if **everyone gets them** and if they are **not tied to wage decisions.**			X
Comment #32		I do not see the need for annual appraisal's			X
Comment #33		1. I do not favor mandatory written evaluations at the Senior Management level. 2. I do favor an on-going			X

		dialogue (written or verbal) between supervisor and Senior Manager. This should occur at least every 6 weeks to begin with. This can be as formal or informal as they are comfortable with and can be initiated by either party. I have found that after a few times that it becomes a relaxed conversation that can benefit both the individuals and as a result that will flow to the work unit. Light hearted reminders may be sent to all Senior Staff. 3. NOT EVERYONE WILL DO IT AND I HAVE NEVER BEEN ABLE TO FIND A WAY TO ADDRESS THAT. CAVEAT- If the items to be discussed may result in any disciplinary action, then a more formal approach must be taken.			
Comment #34		I support not having written evaluations for Senior Management.			X
Comment #35		I'd just as soon do away with the Sr. Mgmt. written evaluation process. I've not been able to define meaningful standards that define those qualities you seek in a Sr. Mgmt. positions (such as turnaround, quality of work, initiative, ability to work in a team and share information, seeking input, continuous improvement of processes, etc.).			X

	Yes	No
Total	**7**	**29**

CITY OF TALLAHASSEE

FY 2005

PERFORMANCE MANAGEMENT DOCUMENT
SUPERVISOR - MANAGER

Employee Name:	Employee Number:
Department:	Period Covered: / / To / /
Evaluation type: ☐ Annual ☐ Probationary ☐ Conditional ☐ Feedback ☐ Apprentice	

Beginning of the year planning instructions:

- follow the directions in Sections I and II. In Section I B, identify the competencies that employees will be rated on by typing an X in the box in front of the Competency name. The "ratings" boxes (shaded yellow) and "comments" areas are to be completed at the end of the rating period, not during the planning.

End-of-the-year review instructions:

- rate items in the yellow box to the left of the item using whole numbers(1 - 5), as shown on the Rating Scale below. Do not use decimals.
- you may elaborate on your ratings in the "Comments" box under each item.
- if completing this form on a computer, type the rating in the yellow box to the left of the value, competency, or standard. The final ratings will be calculated automatically in the Overall Performance Rating box on this page.
- if completing this form by hand, please follow instructions at the end of this document.
- complete Section III, including comments.

Rating Scale

Level 1: Employee rarely demonstrates agreed-upon standard, value, or competency

Level 2: Employee periodically demonstrates agreed-upon level, but needs to perform at this level more consistently.

Level 3: Employee consistently demonstrates agreed-upon standard, value or competency.

Level 4: Employee consistently goes beyond agreed-upon standard, value, or competency.

Level 5: Employee consistently demonstrates exemplary performance.

OVERALL PERFORMANCE RATING

##

For those completing form on computer, this will be completed automatically. For those completing by hand, follow directions at end of this document and put final overall rating in box to the left.

Obtain signatures as appropriate:

Rater _____ Title: _____ Date

Reviewer _____ Title: _____ Date

Reviewer _____ Title: _____ Date

Employee: _____ Phone: _____ Date: _____

Supervisor: _____ Phone: _____ Date: _____

Dept.Approver: _____ Phone: _____ Date: _____

JOB-SPECIFIC BEHAVIOR:

B. LOOK-GOOD/SOUND-GOOD: Offers assistance; acts professionally; demonstrates positive attitude and image.
JOB-SPECIFIC BEHAVIOR:

C. ASSURANCE: Uses the City's "A to Z Guide" when referring callers to the correct location; is proactive to resolve the issues with an angry customer. Knows responses to typical questions from customers.
JOB-SPECIFIC BEHAVIOR:

D. RELIABILITY: Negotiates mutually agreeable results and follows-up to ensure satisfaction; provides competent, dependable service and complete, accurate information.
JOB-SPECIFIC BEHAVIOR:

E. RESPONSIVENESS: Anticipates our customers' needs; responds in a timely and flexible fashion.
JOB-SPECIFIC BEHAVIOR:

Comments:

PROMOTE AND SUPPORT EMPLOYEE EXCELLENCE

Supervisors and Managers continuously communicate legal and ethical conduct expectations to employees. Employee performance and activities are monitored to ensure legal and ethical conduct. Ensures that employees are properly selected, utilized, appraised, developed, trained and treated fairly. Interacts with employees and collects periodic feedback on employee perceptions of training, involvement and satisfaction, etc. Delegate's responsibility and authority to appropriate personnel. Develops leadership at all levels of the organization. Celebrates success and appropriately reward, both formally and informally, employees and teams for a job well done. Involves employees in decision-making. Encourages employees to take initiative and exercise independent judgment. Considers and utilizes employee skills, abilities, strengths and weaknesses when making assignments.

JOB-SPECIFIC BEHAVIOR:

Comments:

INTERPERSONAL SKILLS

Supervisors and Managers exhibit respect to management, peers, employees and customers. They are truthful in their actions, words and deeds. Acknowledge personal strengths and weaknesses and solicits constructive feedback toward own personal growth. Understands how behaviors impact others. Is considerate and reacts appropriately to the needs, feelings and capabilities of others. Uses humor respectfully and constructively.

JOB-SPECIFIC BEHAVIOR:

Comments:

COMMUNICATION SKILLS

Supervisors and Managers are truthful and establish and maintain a trusting and open relationship with employees. They deliver on promises. Take responsibility for conveying information and demonstrate good listening skills. Facilitate an open exchange of ides. Communicates the vision, mission, goals and objectives to employees. Communicates to employees how their work contributes to achieving the vision, mission goals and objectives. Communicates effectively with management, elected officials, employees and citizens.

JOB-SPECIFIC BEHAVIOR:

Comments:

FUNCTIONAL KNOWLEDGE

Comments:

BUDGET DEVELOPMENT AND CONTROL

Utilizes established budgetary system to acquire and allocate funds for departmental operation in meeting specific departmental/unit goals. Submits requests with appropriate justifications. Monitors and operates within the budget.

JOB-SPECIFIC BEHAVIOR:

Comments:

COMPLAINT RESOLUTION

Investigates complaints and takes appropriate action to resolve them in a manner that is fair and consistent to all concerned according to City/departmental policy.

JOB-SPECIFIC BEHAVIOR:

Comments:

COMMUNICATION SKILLS - ORAL

Demonstrates effective oral communication skills by understanding information being conveyed and by conveying information in a manner that is clear and concise.

JOB-SPECIFIC BEHAVIOR:

Comments:

COMPUTATION/RESEARCH REPORT SKILLS

Accurately calculates in financial or other applications in research activities. Prepares written reports that are comprehensive, well organized, clearly written, complete and submitted in a timely manner.

JOB-SPECIFIC BEHAVIOR:

Comments:

DATA AND INPUT RETRIEVAL

Accurately enters, edits and deletes data on data terminal or microcomputer; exhibits knowledge in the use of data/software programs as appropriate. Work product is accurate, neat and shows attention to detail.

JOB-SPECIFIC BEHAVIOR:

Comments:

DECISION/PLANNING

Meets appropriate deadlines for work activities. Organizes work to use time effectively and efficiently. Identifies and critically evaluates problems and situations. Makes assessments, choices, and decisions for selecting and utilizing proper resources to accomplish assigned tasks. Makes recommendation and/or takes appropriate action based on available qualitative and quantitative information and training. Directs work activities as appropriate.

JOB-SPECIFIC BEHAVIOR:

Comments:

DELEGATING

Delegates responsibility effectively and establishes and maintains a follow-up plan to monitor progress.

JOB-SPECIFIC BEHAVIOR:

Comments:

DEPENDABILITY

Demonstrates ability to be consistent in beginning work at regularly assigned time; takes authorized lunch periods and breaks; uses leave in a manner that is not disruptive to the workplace. Fulfills job requirements including accomplishing tasks on time. Can be relied upon to get the job done.

JOB-SPECIFIC BEHAVIOR:

Comments:

POLICIES AND PROCEDURES

Demonstrates knowledge of policies, procedures and regulations to facilitate unit/department operations consistent with governmental and organizational laws.

JOB-SPECIFIC BEHAVIOR:

Comments:

PRODUCTIVE WORK ENVIRONMENT

Contributes to cooperative and productive working relationships by communicating and responding to questions, problems and suggestions; clarifies objectives; maintains inventory of proper equipment, tools, materials and supplies. Provides training and orientation for personnel. Instructs in new methods or techniques. Involves subordinates in formulating objectives and planning work activities as appropriate.

JOB-SPECIFIC BEHAVIOR:

Comments:

☑ Check B. **RADIO USE**

Demonstrates proper use of radio according to departmental policy. Distinctly enunciates and uses moderate volume and speed and even modulation.

JOB-SPECIFIC BEHAVIOR:

Comments:

REPORTS/RECORD KEEPING

Prepares reports that are comprehensive, well organized, clearly written and complete. Uses correct grammar and spelling and writes legibly when appropriate. Accurately calculates financial or other applications as applicable. Submits work in a timely manner. Maintains accurate record keeping systems in compliance with any federal, state, local laws and policies and procedures.

JOB-SPECIFIC BEHAVIOR:

Comments:

RESPECT FOR PROPERTY

Demonstrates concern and respect for public and private property. Insures that equipment and activities do not unduly impact property or equipment.

JOB-SPECIFIC BEHAVIOR:

Comments:

SAFETY (REQUIRED FOR ALL SUPERVISORS/MANAGERS)

Maintains high focus on following safety rules, procedures, and protocols. Regularly monitors conformance with safety requirements and practices among employees and enforces consequences for noncompliance. Continually observes and evaluates work conditions and work procedures within areas of responsibility and takes deliberate action to reduce risk. Immediately takes action to correct unsafe conditions or practices when observed or reported by others. Models and demonstrates safe work practices. Requires employee training and continuing safety instruction to ensure correct use of most current techniques and equipment. Ensures that all accidents reported by employees under their supervision are immediately investigated and documented in accordance with City Safety Policy.

JOB-SPECIFIC BEHAVIOR:

Comments:

SECTION II. STANDARDS

Standards describe "What do I have to do to accomplish my job?" and "How do I do my job?" They explain the main requirements of your job and the quantitative and qualitative expectations for performance. Each job should have a minimum of three standards.

Ratings: **Standards I must meet to accomplish my job:**

	Standard # 1
	Comments:
	Standard # 2
	Comments:
	Standard # 3
	Comments:
	Standard # 4
	Comments:
	Standard #5
	Comments:
	Standard #6
	Comments:
	Standard #7
	Comments:
	Standard # 8
	Comments:
	Standard # 9
	Comments:
	Standard #10
	Comments:
#####	*For those completing this by hand, please follow the directions at the end of this document to calculate this average.*

DEVELOPMENTAL OPPORTUNITIES

Briefly describe those areas in which the employee can further develop.

What training or other developmental opportunities should this employee receive to further develop and enhance performance?

SECTION III. INDIVIDUAL STRENGTHS AND COMMENTS

Briefly describe the knowledge, skills, and behaviors in which the employee excels.

Briefly describe what training or other development activities the employee has completed during the past year to enhance job performance.

SUPERVISOR'S COMMENTS

Supervisor may comment on the employee's performance or ratings.

EMPLOYEE'S COMMENTS

Employee may comment on your performance or ratings.

Step 2*: Enter the whole number or the rounded whole number from Step 1 into the box labeled **Overall Performance Rating on page 1 of the form.**

PERFORMANCE EVALUATION FORM
NON-INSTRUCTIONAL EMPLOYEES

___ Annual
___ New Employee
___ Probationary
___ Other ___

Name		Social Security		Position Number	
Length of Time In this Position		Period of Review From		Through	
Classification		School/Section			
Length of Time With Present Supervisor		Supervisor Completing Form			

Performance Strengths:

Quality of Work
- ___ 5. Outstanding accuracy and quality, rarely makes errors.
- ___ 4. Produces accurate and high quality work.
- ___ 3. Accuracy and quality is satisfactory.
- ___ 2. Must often correct errors; inclined toward carelessness
- ___ 1. Too many errors; all work must be check; must often re-do work.

Quantity of Work
- ___ 5. Efficient and effective producer; produces far above average.
- ___ 4. Works quickly with above average output; often does more than own share.
- ___ 3. Satisfactory output; produces average amount.
- ___ 2. Insufficient production; sometimes unnecessarily gets behind.
- ___ 1. Cannot handle the volume; slow; usually behind with work.

Dependability/Initiative
- ___ 5. Needs little or no supervision; self-starter; makes frequent constructive suggestions.
- ___ 4. Is completely dependable; proceeds on assigned work voluntarily; often makes constructive suggestions.
- ___ 3. Dependability is satisfactory; does regular work without prompting.
- ___ 2. Needs close supervision; relies on others; needs help getting started.
- ___ 1. Cannot be depended upon; must usually be told exactly what to do.

Planning/Organizing
- ___ 5. Highly effective and efficient utilization of time and resources.
- ___ 4. Utilizes goals; objectives and timelines.
- ___ 3. Thinks and plans in an orderly logical sequence.
- ___ 2. Relies on others to set direction and establish priorities.
- ___ 1. Always needs instruction and directions; does not stay on task; frequently needs help with how or when to do assigned tasks; needs help planning.

Job Knowledge
- ___ 5. Thoroughly understands all aspects of job.
- ___ 4. More than adequate knowledge of job duties.
- ___ 3. Has sufficient knowledge to do job.
- ___ 2. Insufficient knowledge of some phases; must frequently be instructed.
- ___ 1. Serious gaps in knowledge of job duties; frequently needs instruction.

Cooperation
- ___ 5. Exceptional team worker; flexible and eager to do a good job.
- ___ 4. Agreeable, tactful, and obliging; gets along well with all other employees.
- ___ 3. Gets along well with other people under normal circumstances; relates well to new situations.
- ___ 2. Generally difficult to work with.
- ___ 1. Ineffective in work with others; uncooperative.

Attendance/Punctuality
- ___ 5. Excellent attendance record.
- ___ 4. Rarely absent or tardy.
- ___ 3. Reports absences or tardiness in advance; usually at work and on time.
- ___ 2. Erratic in attendance and punctuality; sometimes fails to report absence or tardiness in advance.
- ___ 1. Frequently absent or tardy without just cause; seldom reports absence or tardiness in advance.

Dealing with Public/Community Relations
- ___ 5. Excellent rapport with the public; well respected and liked.
- ___ 4. Very good working relationship with the public.
- ___ 3. Works satisfactorily with public; no major complaints received.
- ___ 2. Marginal ability to deal with the public; complaints received.
- ___ 1. Abrasive, unliked by general public; numerous complaints received.

Supervision ___ Not Applicable
- ___ 5. The employee effectively manages supervised employees' project(s) or programs(s).
- ___ 4. The employee provides guidance so the supervised employees can be successful.
- ___ 3. The employee makes logical; practicable assignments to supervised employees.
- ___ 2. The employee does not see that plans and instructions are effectively carried out.
- ___ 1. The employee fails to clearly assign tasks or monitor the work of supervised employees.

Safety Consciousness ___ Not Applicable
- ___ 5. Always very careful about safety or self, fellow workers, and the public.
- ___ 4. Above average in safety consciousness.
- ___ 3. Usually meets safety requirements.
- ___ 2. Somewhat careless about safety matters.
- ___ 1. Seldom follows safety rules and practices.

Overall Performance Evaluation

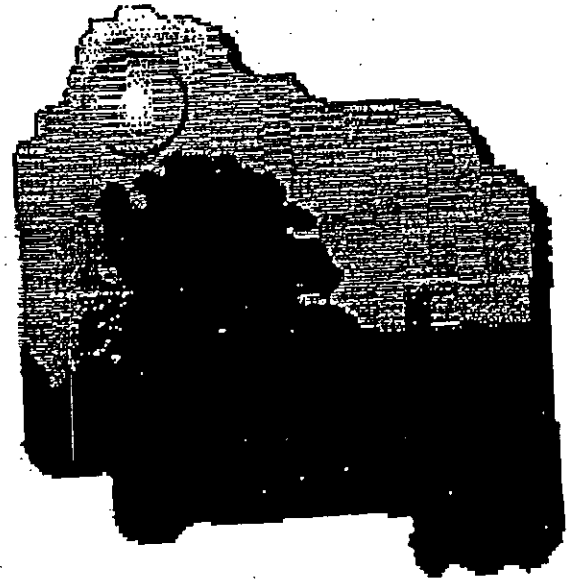
Outstanding	Above Average	Satisfactory	Needs Improvement	Unsatisfactory

An overall "Needs Improvement" or "Unsatisfactory" evaluation can only be given when it is supported by documentation prior to the evaluation. (*See Personnel Procedures, Number 13, Performance Evaluation.*)

Distribution: Personnel School/Section Employee

Alachua County

Board of County Commissioners



Employee Performance Assessment
For
Executive Service Employees

Revised 10/28/04

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Assessment Time Table
October 1 – September 30

September 15
Goal setting / Evaluation meeting

September 30
Final evaluation to HR

March 31
Interim Update (Mid Year)—
Change goals, renegotiate standards and Milestones if appropriate.
Develop Improvement Plan if necessary. Ratee (employee) sends interim update self-evaluation/accomplishments to Rater.

September 1
Ratee (employee) sends self-evaluation/accomplishments to Rater and
drafts next year's goals for goal setting / evaluation meeting

Alachua County Board of County Commissioners
Employee Performance Assessment
Executive Service

VISION STATEMENT: Alachua County will be a value-driven organization dedicated to responsive, respectful and courteous customer service. Alachua County will be viewed as an innovative and progressive leader in the provision of effective and efficient county services, recognizing the needs of its diverse community. The County will provide an environment that encourages mutual respect, open communication and sharing of ideas in the decision-making process. This process will include partnerships with public and private organizations, neighborhoods and employees of Alachua County. Alachua County government will work with the community to effectively plan for growth, with the goal to balance environmental, social and community development needs.

VALUES: ➢ Integrity ➢ Accountability ➢ Innovation ➢ Diversity ➢ Honesty ➢ Respect ➢ Communication

GOALS: ➢ Excellence in Government ➢ Partnerships ➢ Quality of Life

Part I - EMPLOYEE INFORMATION

Employee's Name:

Position Classification/Title:

Evaluators Name:

Evaluators Title:

Division/Department:

Period of Report: From _____ To _____

Planning Meeting: _____ Date By: _____ Employee's Initials _____ Manager Initials

Interim Update and Review Meeting: _____ Date By: _____ Employee's Initials _____ Manager Initials

Mid-Year Review: _____ Date By: _____ Employee's Initials _____ Manager Initials

Annual Review: _____ Date By: _____ Employee's Initials _____ Manager Initials

Performance Improvement Plan: (If Applicable) _____ Date By: _____ Employee's Initials _____ Manager Initials

External Factors:

Employee Comments:

(Use additional sheets if necessary

Employee Performance Assessment
Executive Service

Employee Name: _____ Effective Date: _____

Title: _____ Assessment Period: _____

*** Performance Goals** (Weights must equal 100%)

	Goal Weight (Expressed in Decimals)	Rating	Performance Score
1.			0
2.			0
3.			0
4.			0
5.			0
6.			0
7.			0
8.			0
9.			0
10.			0

* Note: Include one professional development goal

Total Weighted Average Numerical Score for Performance Goals: 0

Instructions:

1. Enter **Goal Weights** (expressed in decimals) associated with each performance goal into the first column.
2. Enter **Rating** for each goal into the second column.
3. Calculate **Performance Scores** and **Average Score** by selecting all cells in the right column and press the F9 key (updates all formulas).
4. Calculation is not automatic. Whenever a Goal Weight or Rating is changed, repeat the steps above to update each formula.

CORE COMPETENCIES

		RATING (1-5)
cal Integrity	**Definition of the Highest Rating:** Evaluates cost involved and organizational impact before implementing new programs or changes. Understands the impact of departmental fiscal decisions on the entire organization. Researches and recommends innovative, alternative measures to maintain fiscal security. Understands role of steward of taxpayers' money and acts accordingly.	
	Documentation/Justification:	
5. Technical Proficiency	**Definition of the Highest Rating:** Realistically assesses own strengths, weaknesses, and impact on others. Seeks feedback from others. Invests in own development. Displays technical knowledge and understanding in area of proficiency.	
	Documentation/Justification:	
6. Conflict Management	**Definition of the Highest Rating:** Values cooperation and cooperative efforts. Views conflict as an opportunity and not an obstacle. Effectively seeks out common ground in order to settle disputes with minimal amount of disruption.	
	Documentation/Justification:	
7. Organizational Values	**Definition of the Highest Rating:** Deals with reports of ethical problems quickly and fairly. Communicates and demonstrates clear ethical standards. Reinforces organizational values.	
	Documentation/Justification:	

Attachment # ___ Page ___ of ___

Attachment # ___ Page 20 of 30

Employee Performance Assessment
Executive Service

Effective Date: _____

Employee Name: _____

Assessment Period: _____

Title: _____

Core Competencies (Weights must equal 100%)

	Goal Weight (Expressed in Decimals)	Rating	Competency Score
1.			0
2.			0
3.			0
4.			0
5.			0
6.			0
7.			0
8.			0
9.			0
10.			0

Total Weighted Average Numerical Score for Core Competencies: 0

Instructions:

1. Enter **Goal Weights** (expressed in decimals) associated with each performance goal into the first column.
2. Enter **Rating** for each goal into the second column.
3. Calculate **Competency Scores** and **Average Score** by selecting all cells in the right column and press the F9 key (this updates all formulas).
4. Calculation is not automatic. Whenever a Goal Weight or Rating is changed, repeat the steps above to update each formula.

3 CONDUCTING A PERFORMANCE REVIEW

A WHAT IS EXEMPLARY PERFORMANCE?

Employees and supervisors should have a clear meeting of the minds on what constitutes "exemplary performance".

In some respects, the term "performance evaluation" or "performance review" is a misnomer. In actuality, supervisors are rating work performance as it compares to their expectations of performance standards. Therefore, it is vital that clear communications regarding these expectations are developed and incorporated into any review process.

To provide some guidance and consistency in the rating process, following are some definitions that may be of assistance:

OUTSTANDING	Employee consistently performs far above the expected level. Performance is superior in all respects and well above the individual goals and objectives as well as standards of performance assigned to the position.
EXCEEDS EXPECTATIONS	Employee regularly performs above the expected level. Performance is above the individual goals, objectives and requirements of the position. This is performance which is expected of a fully trained, qualified and motivated employee; goes beyond adequate performance standards; and requires additional work effort.
MEETS EXPECTATIONS	Employee consistently performs at the standard level of efficiency and effectiveness; and achieves individual performance goals and objectives. Performance is adequate and the employee expends no additional effort beyond that required to do the job.

ALACHUA COUNTY PERFORMANCE REVIEW FORM
EXEMPT EMPLOYEES

Employee Name _____ Position Class Code _____

Social Security # _____ Rating Period _____ Date _____

Using the attached list of review factors and definitions:

- rate employee in each category
- enter comments following each rating (comments must be included for each factor rated other than "meets expectations").

0	1	2	3	4	5	6	7	8	9	10
unacceptable	below expectations			meets expectations			exceeds expectations		outstanding	

1. **KNOWLEDGE OF WORK**

0	1	2	3	4	5	6	7	8	9	10

Comments:

2. **QUALITY OF WORK**

0	1	2	3	4	5	6	7	8	9	10

Comments:

3. **PLANNING AND ORGANIZING**

0	1	2	3	4	5	6	7	8	9	10

Comments:

10.

0	1	2	3	4	5	6	7	8	9	10

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Comments:

11.

0	1	2	3	4	5	6	7	8	9	10

Comments:

12.

0	1	2	3	4	5	6	7	8	9	10

Comments:

13.

0	1	2	3	4	5	6	7	8	9	10

Comments:

14.

0	1	2	3	4	5	6	7	8	9	10

Comments:

15.

0	1	2	3	4	5	6	7	8	9	10

Comments:

MANATEE COUNTY GOVERNMENT
EMPLOYEE PERFORMANCE EVALUATION
(DIRECTOR/SUPERVISORY/MANAGEMENT EMPLOYEES)

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EMPLOYEE NAME:

PERFORMANCE TRAITS AND GOALS	CHECK ONE (INCLUDE COMMENTS)	
1. **KNOWLEDGE:** Understanding job requirements, job skills (including presentation skills, if applicable), and related supervisory/managerial and staff responsibilities; keeping pace with related changes and professional development requirements.	__ Meets Expectations Comments:	__ Does Not Meet Expectations
2. **LEADERSHIP AND INTERPERSONAL SKILLS:** Influencing and interacting with peers, staff, County and other officials, and the general public in ways which gain respect, trust and support; determining courses of action and putting them into effect in a timely manner to create better results and resolve difficulties.	__ Meets Expectations Comments:	__ Does Not Meet Expectations
3. **PLANNING AND DELEGATING:** Designing/formulating ways, means, resources and time frames to achieve goals and objectives; selecting staff and assigning authority and responsibility as appropriate.	__ Meets Expectations Comments:	__ Does Not Meet Expectations
4. **DEVELOPMENT OF ASSIGNED STAFF:** Setting and communicating realistic goals and objectives and encouraging efficient, productive performance; giving clear task instructions and offering guidance; providing resources for training and professional development; providing feedback and completing timely performance evaluations for staff.	__ Meets Expectations Comments:	__ Does Not Meet Expectations
5. **POLICIES AND PROCEDURES:** Understanding and complying with rules, policies, procedures related to the job and as described in County and departmental policy; Applying these policies appropriately to situations encountered daily.	__ Meets Expectations Comments:	__ Does Not Meet Expectations
6. **PERFORMANCE:** Is the overall performance satisfactory?	___ Yes	__ No

7. **DEVELOPMENTAL PLANS AND GOALS** *for future performance:* Be specific and include dates for completion:

Evaluator's Name (Please Print)

Evaluator's Signature Date:

Reviewer's Name (Please Print)

Reviewer's Signature Date:

Second Reviewer, if applicable (Please Print)

Second Reviewer's Signature (If applicable) Date:

Department Director (Please Print)

Department Director's Signature Date:

I acknowledge that the Performance Evaluation was discussed with me.

Employee Signature Date:

NOTE TO DEPARTMENT:
A computer-generated Cover Sheet from
the HR Department must accompany this evaluation

MARION COUNTY BOARD OF COUNTY COMMISSIONERS
PERFORMANCE APPRAISAL

PRINT

LAST NAME	FIRST	EMPLY ID#	DEPT/BUREAU	DATE ISSUED mm/dd/yyyy

PERIOD COVERED mm/dd/yyyy	JOB TITLE	JOB CLASS CODE

TYPE OF REVIEW (CLICK ON ONLY ONE)

- ☐ TYPE 1 SIX MONTHS PROBATIONARY
- ☐ TYPE 2 ANNUAL REVIEW
- ☐ TYPE 3 OTHER

RATING SCALE

- 9 = OUTSTANDING
- 7 = EXCEEDS STANDARDS
- 5 = MEETS STANDARDS
- 3 = MARGINAL
- 1 = UNSATISFACTORY

PLEASE 'CLICK ON ONLY ONE' FOR THE APPROPRATE LEVEL OF EMPLOYEE

☐ SUPERVISORY/MANAGEMENT EMPLOYEE ☐ NON-SUPERVISORY EMPLOYEE

(FILL IN A NUMER BETWEEN 1 AND 9; 1 BEING THE LOWEST, 9 BEING THE HIGHEST; 5 MEETS EXPECTATIONS)

I. GENERAL FACTORS			
1. ATTENDANCE AND PUNCTUALITY	0	18. CREATIVITY	0
2. SAFETY	0	19. MEETING OBJECTIVES/GETTING RESULTS	0
3. COOPERATION AND TEAMWORK	0	20. TIME MANAGEMENT	0
4. ATTITUDE TOWARD WORK	0	21. QUALITY AND QUANTITY OF WORK	0
5. ATTITUDE TOWARD SUPERVISION	0		
6. FOLLOWING POLICIES AND PROCEDURES	0		
7. INITIATIVE/WORKING WITHOUT SUPERVISION	0	II. SUPERVISORY ONLY	
8. COMMUNICATION SKILLS	0	(if non-supervisory, leave blank)	
9. ADAPTABILITY TO CHANGE	0	22. SUBORDINATE DEVELOPMENT	0
10. DEALING WITH THE PUBLIC	0	23. LEADERSHIP	0
11. JOB SKILL AND KNOWLEDGE	0	24. MAINTAINING MORALE	0
12. APPEARANCE	0	25. MOTIVATING PERSONNEL	0
13. CARE AND USE OF FACILITIES AND EQUIPMENT	0	26. STAFF PRODUCTIVITY AND COORDINATION	0
14. ABILITY TO PLAN AND ORGANIZE	0	27. SUPPORTS AFFIRMATIVE ACTION GOALS	0
15. PROBLEM SOLVING	0		
16. EFFECTIVENESS UNDER PRESSURE/STRESS	0	TOTAL	0
17. DECISION MAKING	0	AVERAGE	0.00

III. REMARKS:

Marion County Board of County Commissioners
Performance Appraisal Preparation Instructions

1. The performance evaluation will be initiated for the following reasons:

   a. An evaluation will be prepared on all initial six month probationary employees. The evaluation will be completed no sooner than the fifth month of employment and no later than ten working days prior to the employee's six month anniversary date. **(Type 1)**
   b. An evaluation will be completed on the employee's one year employment anniversary date, and each anniversary date thereafter. **(Type 2)**
   c. A close-out evaluation will be completed on all employees who change supervisors, or are reclassified, promoted or demoted. **(Type 3).**

2. Rating Scale: Employees will be rated on a scale of 1 to 9 on the General Factors indicated in Section I of the evaluation. Appraise the performance of the employee on those factors contained in Section 1 for the period of review. Non-supervisory personnel will be rated in the Yellow areas and supervisory personnel will be rated in the Yellow and Green areas. Be objective and do not let your appraisal of one factor influence your appraisal of another. Each factor to be evaluated has five levels (Outstanding, Exceeds Standards, Meets Standards, Marginal, and Unsatisfactory). If the employee's job performance or level of achievement generally corresponds to the below examples cited, place a number of one to nine in that particular box.

   a. **Outstanding (9)** – Extraordinary performance; work is always expert, exemplary and flawless; always exceeds job requirements and results expected by a substantial degree.
   b. **Exceeds Standards (7-8)** – Superior performance; most work is characterized by unusual accomplishments beyond job requirements; significantly and consistently performs at a level above that expected.
   c. **Meets Expectations (5-6)** – Meets major job requirements; is consistently effective and competent; achieved results expected.
   d. **Marginal (3-4)** – Needs improvement to meet major job requirements; work is fairly acceptable in some respects but does not meet expectations.
   e. **Unsatisfactory (1-2)** – Performance is unacceptable; substantial improvement is necessary to meet job requirements.

3. Definition of General Factors:

   a. **Attendance and Punctuality**: Adheres punctually to assigned work schedule and attendance guidelines; complies with departmental and County policies and procedures in requesting and reporting leave.
   b. **Safety**: Adheres to departmental and County safety polices and procedures; shows concern for safety of self and co-workers.

and actions; does not defer or avoid making difficult or unpleasant decisions; able to explain rational for decisions.

r. **Creativity**: Formulates new ideas, showing ingenuity in applying information, using inventive skills and imagination.

s. **Meeting Objectives/Getting Results**: Develops realistic processes to achieve tasks and work assigned; As a supervisor develops realistic goals with the objectives of higher management; establishes realistic priorities; effectively utilizes available resources in meeting tasks and objectives.

t. **Time Management**: Effectively utilizes available work time to achieve assigned tasks.

u. **Quality and Quantity of Work**: Work quality rarely contain errors and/or do not need revisions in content; credibility and accuracy of work products is of high quality and consistently withstands challenge and questions; consistently provides high volume output in response to service level demands. Completes all work in required time.

v. **Subordinate Development**: Provides positive feedback and appropriate counseling when necessary; encourages employees to strive to improve; facilitates professional development.

w. **Leadership**: Appropriately guides individuals or groups toward accomplishing objectives; maintains control; encourages others to offer opinions; is successful in getting ideas and suggestions accepted by others; develops and implements team/group leadership skills to promote broad employee involvement and commitment to achieve tasks and objectives.

x. **Maintaining Morale**: Encourages and develops a good working environment; creates an environment where employees enjoy their work and complete their tasks in a timely and effective manner.

y. **Motivating Personnel:** Creates an atmosphere where subordinates and others are recognized and rewarded for individual/group accomplishments; accepts and promotes employee involvement; motivates staff.

z. **Staff Productivity and Coordination:** Maintains high productivity of services to ensure work products are well presented and professional; effectively communicates decisions affecting other departments; thoroughly coordinates staff actions requiring higher management approval.

aa. **Supports Affirmative Actions Goals:** Has a thorough knowledge of the County Affirmative Action Plan and the equal opportunity environment within his/her area of responsibility; recognizes the value of diverse personalities; sets the example.

4. Remarks: Remarks (Section III) are required from the Immediate Supervisor. The Supervisor should provide a brief comment on the employee's overall performance and address any area(s) which need improvement.

Rev. 1 (09/22/99)

Earning Community Confidence through Excellence in Service

SUPERVISOR PERFORMANCE EVALUATION

Evaluation Type: **Rating Period:**

EMPLOYEE'S NAME:	POSITION TITLE:	DEPARTMENT:	RATER'S NAME:

Performance Factor	5. Outstanding (Role Model)	4. Top Performer	3. Performer	2. Developmental Performer (Counseled on Record)	1. Non-Performer (Counseled on Record)	Weight (1 = Norm)	Weighted Rating (Rating X Wt.)
People Management: *Demonstrates the ability to achieve departmental goals through the management, motivation and empowerment of other County employees.* **Comments:**	☐ 5. Demonstrates exceptional leadership (e.g.., sets direction for his/her team, gains commitment for actions consistent with the County's long-term vision and values. Recognized by his/her peers for hiring, motivating, and retaining talented people, as well, as encouraging risk taking to gain innovation.	☐ 4. Consistently provides a motivating climate to encourage employee development, a customer focused workplace, and team work. *Consistently* assesses and communicates employee performance; inspires mediocre performers to excel. *Consistently* communicates/ reinforces values and *performance* expectations and encourages innovation.	☐ 3. Good manager or supervisor. Gets the basic management processes *done* according to County policies, and procedures, and timetables (e.g., performance appraisals are done on time). More of an administrator than a leader, motivator or teacher however *no significant* concerns or criticisms about management style.	☐ 2. *Struggling in the role of* manager/supervisor of other people perhaps due to newness or a lack of fit. Generally a good employee experiencing difficulty in administration and/or overseeing the work of others. Not a teacher or a motivator which may cause employee morale problems.	☐ 1. Negative role model who should be relieved of supervisory responsibilities. Personal goals are at odds with unit and County goals. Blocks innovation and *communication*. Managerial style exposes the County to potential legal/employee relations problems.	1.0	
Customer/Community Focus: *Represents the County in a positive manner and involves the community in long term planning and/or initiatives.* **Comments:**	☐ 5. Demonstrates exceptional *leadership in understanding* and meeting customer and community needs in a pro-active manner. Goes beyond the call of duty. Able to provide, and to motivate employees to provide *outstanding service* to the most difficult customers and/or constituents of the community.	☐ 4. Consistently represents the organization in a positive and professional manner. Anticipates public concern about current and future products, services and operations, and address those concerns in a pro-active manner. Involves the community in planning its products, services and operations, as appropriate.	☐ 3. Projects a positive and professional image to residents and other "stakeholders" of the County. Responds to others in a balanced, *concerned manner*. Will focus on the needs of all key stakeholders to create future opportunities.	☐ 2. Struggling. Occasionally projects indifferent attitude/image. *Marginal and/or* inconsistent in representing the County. Immature for role but shows signs that counseling can lead to major improvement.	☐ 1. *Negative image/role model.* Discourteous; shows little interest in meeting the needs of the customers/ community; poor follow-up; does not return calls; untimely service; or frequent customer/citizen complaints.	1.0	
Planning/Flexibility: *Able to establish and, meet short and long term goals in a flexible manner.* **Comments:**	☐ 5. Sets the tone for the organization. Forward thinker; opportunity maker. Leads in developing/executing plan(s) among peers. Always has a back-up/contingency position. Approaches work from a strategic and global perspective.	☐ 4. Consistently sets direction within area of influence, aligned with the organization's *mission*, goals and objectives. Consistently meets goals. Consistently reacts to changes in goals/directives with flexibility and responsiveness.	☐ 3. Able to establish and meet short and long term goals within reasonable time frames. Shows flexibility when plan fails; identifies/addresses challenges which must be overcome. Plans and organizes assignments. Problem solver.	☐ 2. Struggling in establishing and meeting short and long term goals. Needs guidance in the elements of planning/execution. Needs help with "to do" lists which may be due to a lack *of mastery of the job.*	☐ 1. Negative role model. Exhibits a lack of willingness to be guided or guide themselves within any planning framework. Confuses "flexibility" with "unpredictability."	1.0	

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Performance Factor	5. Outstanding (Role Model)	4. Top Performer	3. Performer	2. Developmental Performer (Counseled on Record)	1. Non-Performer (Counseled on Record)	Weight (1 = Norm)	Weighted Rating (Rating X Wt.)
Cost/Resource Management: *Manages costs/resources optimally and administers budget effectively.* **Comments:**	☐ 5. Always manages to get assigned unit work done on time, within budget, and to a high level of quality. Always demonstrates process efficiency and service improvement in the operation through the application of quality improvement standards.	☐ 4. Consistently good unit production/service record. Consistently manages costs and budgets for effectiveness, control. Pro-actively uses or improves upon the quality systems principles process.	☐ 3. Good unit work record; generally gets work done on time, and within budget. "No surprises." Strives for and implements continuous improvement.	☐ 2. Some criticisms of unit production/service record. Basic management processes not always followed/completed.	1. Poor unit production service record. Repeated cost overruns.	1.0	
Dependability: *Can be relied upon to perform the duties of their job in a timely and professional manner.* **Comments:**	☐ 5. Sets standard for the group. Can always depend upon to get the job done. Always able to be relied on; often completes assignments before deadline. Always handles sensitive and extreme situations tactfully.	☐ 4. Consistently follows procedures; completes assignments on time even when under pressure/time constraints. Can be relied to deal with non-routine situations effectively. Presents options.. Does what it takes; often anticipates needs.	☐ 3. Completes assignments on time. Seldom needs assistance in resolving questions. Handles situations without guidance; refers unusual decisions to the appropriate individual. Good use of time. Good attendance.	☐ 2. Does not always complete assignments on time. Shows improvement. May require assistance to handle situations. Requires reminders on time use; somewhat unreliable. May have some unexcused absences.	☐ 1. Rarely follows directions. Unreliable; requires frequent follow-up; creates significant gaps in service delivery and/or places undue burden on others. May exhibit chronic lateness and unexcused absences.	1.0	
Initiative: *Shows eagerness in seeking new challenges.* **Comments:**	☐ 5. Actively develops and applies technical job skills/knowledge. Encourages appropriate risk-taking. Generates and presents new ideas persuasively and persistently.	☐ 4. Consistently pursues additional assignments with enthusiasm. Offers suggestions or asks questions concerning ways to improve service or efficiency. Promotes teamwork by assisting others. Consistently contributes to the effectiveness of the department and the County.	☐ 3. Demonstrates willingness to perform job tasks. Works with minimal guidance. Is cooperative with public, co-workers and supervisor. Contributes to the effectiveness of the department and the County.	☐ 2. Occasionally demonstrates willingness to perform job responsibilities. Guidance occasionally needed to prevent inefficient use of time or resources. Minimally contributes to the effectiveness of the department and the County.	☐ 1. Complains frequently about work, even after the rationale has been explained. Rarely attempts to correct errors or resolve problems. Assists others only when specifically directed.	1.0	
Safeguarding People, Property, Information, & Related County Assets: *Demonstrates a high degree of care in protecting people, equipment, tools, and other County assets.* **Comments:**	☐ 5. Known and respected for the high degree of care exercised in the performance of his/her job. Serves as a mentor to others in this regard. Pro-active in fostering safety policies and practices; actively helps others in preventing accidents or incidents.	☐ 4. Consistently shows a high degree of care in the handling of monies, records, files, transactions, reports, confidential information, etc. Works in an exceptionally safe manner and consistently follows safety procedures and guidelines. Not involved in any accidents and/or incidents involving the operation/use of County property.	☐ 3. Demonstrates care in the handling of monies, recording financial transactions, record keeping, file maintenance, etc. Works in a reasonably safe manner and generally follows safety procedures and guidelines. Shows care in the use, operation, and maintenance of County property (e.g., vehicles, tools, equipment, etc.). Not the cause of any accidents/incidents.	☐ 2. Attempts to follow safety procedures and guidelines most of the time; may on occasion appear lax and inattentive when it comes to safety and/or caring and safeguarding County property. Responds well to criticism in this regard. May have been involved in accident/incidents in which he/she may have some responsibility. Evidence of immaturity which can be overcome with counseling.	☐ 1. Cannot be trusted to handle monies, financial records, sensitive information. Considered careless and possibly even reckless. Sets poor example for other workers. Noted incident(s) of past accidents and/or "accident waiting to happen." Does not appear to learn from mistakes.	1.0	
Communication/ Interpersonal Skills: *Ability to convey knowledge, information and ideas clearly and accurately in verbal and written form.* **Comments:**	☐ 5. Demonstrates exceptional communication skills. Always anticipates need to communicate information. Promotes tension-free work environment; always thinks before speaking, considering "how" as well as "what" is said. Uses proper etiquette in pressure situations. Always treats employees with respect.	☐ 4. Consistently anticipates need to communicate information. Demonstrates above average communication skills. Consistently pleasant and helpful even with argumentative persons in challenging and difficult situations. Promotes a tension free environment; consistently treats employees with respect.	☐ 3. Effectively listens to others and treats employees with respect. Handles situations with tact and skill. Shares information needed to achieve department goals. Maintains appropriate professional attire, grooming and personal hygiene, relative to the working environment.	☐ 2. Occasionally impolite or abrupt with customers and fellow employees, especially when under pressure. Needs assistance in order to bring conflict situations to an acceptable resolution.	☐ 1. Often abrupt and disrespectful to others. Frequently unable to deal with situations involving other people. Requires extensive assistance to bring situations to an acceptable resolution.	1.0	

Performance Factor	5. *Outstanding* (Role Model)	4. Top Performer	3. Performer	2. Developmental Performer (Counseled on Record)	1. Non-Performer (Counseled on Record)	Weight (1 = Norm)	Weighted Rating (Rating X Wt.)
Job Goal #1:	☐ 5. Significantly exceeds expectations as evidenced by	☐ 4. Exceeds expectations as evidenced by	☐ 3. Fully meets expectations. (No explanation/evidence required.)	☐ 2. Barely meets expectations.	1. Does not meet even the most basic expectation.	1.5	
Job Goal #2:	☐ 5. Significantly exceeds expectations as evidenced by	☐ 4. Exceeds expectations as evidenced by	☐ 3. Fully meets expectations. (No explanation/evidence required.)	☐ 2. Barely meets expectations.	☐ 1. Does not meet even the most basic expectation.	1.5	
Job Goal #3:	☐ 5. Significantly exceeds expectations as evidenced by	☐ 4. Exceeds expectations as evidenced by	☐ 3. Fully meets expectations. (No explanation/evidence required.)	☐ 2. Barely meets expectations.	☐ 1. Does not meet even the most basic expectation.	1.5	
						A. Total of Weights	B. Weighted Points

Overall Performance Rating:
Total Weighted Rating Points (B) divided by Total Factor Weights (A) =

Initial Planning		Interim Review		Final Review	
Employee	(Date)	Employee	(Date)	Employee	(Date)
Supervisor/Rater	(Date)	Supervisor/Rater	(Date)	Supervisor/Rater	(Date)
Division Director	(Date)	Division Director	(Date)	Division Director	(Date)
Department Director	(Date)	Department Director	(Date)	Department Director	(Date)

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SENIOR MANAGEMENT FEEDBACK/ASSESSMENT

Objectives

- To provide for a periodic exchange of information between the employee and supervisor to discuss accomplishments and opportunities for continuous improvement.
- Encourage continuing supervisor-employee communications about position related and professional matters.
- Provide a means whereby the supervisor and employee may establish workplace goals and objectives.
- Provide guidance for employees on professional and position development.
- Provide means for supervisors to recommend salary increases based on merit and job accomplishments

Procedure

- Supervisor and employee should review the existing JDQ for accuracy and relevancy.
- Prior to the end of each fiscal year (around July and August), supervisor and employee meet to review annual accomplishments and establish goals and objectives for the next fiscal year. (The attached template for Senior Management Feedback/Assessment Form may be used and modified as needed for the Listing of Goals and Objectives and the Employee Listing of Accomplishments).
- Employee and Supervisor will complete Sign-Off Sheet. Copy of Sign-Off Sheet will be maintained by each Group Director.
- Group Director will certify to the County Administrator's Office annually during the merit review and increase process that reviews have been held with each Sr. Management employee within their department.

Timeline: All steps should be completed prior to August 30 of each year.

Template for
Annual Senior Management Feedback/Assessment Form

1. Does your current Job Description Questionnaire adequately describe your principal job functions? If not, in what respects has your position changed? Update as needed.

2. Describe your major accomplishments, successes, contributions and improvements during the past 12 months.

3. List professional opportunities that you have been involved in and those planned for the coming year.

4. Describe the coaching, training or development opportunities you believe would be beneficial for you

5. List below the major goals, objectives, projects and special assignments which should be completed or continued in the coming year. Include action plans and time frames if applicable.

Senior Management Feedback Session Check-Off

Name of Employee:_____

Division/Department:_____

Name of Immediate Supervisor:_____

	Date
_____Employee/Supervisor review of Job Description Questionnaire	_____
_____Employee completes List of Accomplishments and sends to Supervisor	_____
_____Supervisor and employee meet to discuss List of Accomplishments and establish Goals and Objectives for the new year.	_____

Signature of Employee:_____ Date:_____

Signature of Supervisor:_____ Date:_____

cc: Group Director