

# **EMPLOYEE PERFORMANCE APPRAISAL SYSTEM**

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## **Purpose**

The primary objective of the Employee Performance Appraisal Program is to increase the overall efficiency of the County by helping each employee to improve his/her own performance. Other important uses include, but are not limited to the following:

- To identify employees who have potential for promotion.
- To determine an employee's eligibility for salary increases.
- To identify training needs within the department.
- To maintain a documented history of the employee's performance.
- To identify employees who may be terminated for performance or budget issues.

## **Statements of Policy**

- The performance of each employee shall be appraised each year.
- The employee shall be appraised regularly on his/her performance in meeting defined standards set forth for the position. Specific objectives should be established to the extent possible (volume, timeliness, etc.).
- Employees should be given a written copy of their job standards before the appraisal period begins.
- Each employee's appraisal should be based on performance and achievement of listed objectives.
- Appraisals are based on the employee's typical (average) performance and not based on a onetime occurrence.
- Supervisors who appraise performance must be able to observe the behavior they are rating.
- Appraisals should be discussed openly and honestly with employees and counseling or corrective guidance offered to help poor performers improve their performance.
- All appraisals will incorporate public service values requiring the highest levels of integrity, honesty and respect for the public.

## **Performance Feedback Procedures**

The primary purpose of the performance feedback sessions is to guide employees so they can meet evaluation criteria and any goals that were set. It serves both as a source of information and motivation. This is an opportunity for supervisors to give employees feedback about their performance. Feedback lets a person know where he or she stands in relation to some goal or standard, and is most effective when delivered openly and honestly in a constructive attempt to improve performance.

The feedback sessions are not mandatory but highly recommended. If accomplished, you should document the sessions for future reference. We also recommend an initial feedback session. The initial session can serve a dual purpose: (1) Provide the overall appraisal ratings for the past year and (2) setting performance criteria for the upcoming appraisal year. A formal system requires a scheduled session between the supervisor and the employee. The feedback sessions should incorporate the following:

- Explain job requirements
- Establish performance expectations
- Jointly create goals for supervisory employees
- Point out strengths to continue the wanted behavior
- Point out weaknesses and create a game plan to change behavior

### **Evaluation Review Dates**

The close out date is the date employee appraisals will be written when one of the following conditions exists:

- One year from Date in Class (DIC), or
- Anytime an employee's supervisor changes providing there was at least 120 days of supervision under the previous supervisor. (If this condition exists the employee will still receive an evaluation on his/her DIC).

All evaluation's are due to the **Human Resources Department on the anniversary of their Date in class (DIC).**

### **Performance Evaluation Procedures**

All performance evaluations shall be made by the employee's immediate supervisor and reviewed by the next higher level supervisor. Carefully evaluate how effective the employee was in meeting the rating criteria. You should review all performance feedback sessions and evaluate the typical performance of the employee. Focus on the employee's average performance throughout the rating period rather than on a one-time positive or negative performance. All ratings should have sufficient documentation to substantiate the ratings.

The rating should be discussed with the reviewer before it is discussed with the employee being rated. The appraisal must bear the signature of the supervisor and the reviewer. The reviewer is a higher level supervisor in the employee's chain of command. The higher level supervisor may change a performance rating by placing his/her initials over the rating they desire and attach additional comments to the appraisal if they take exception to any of the immediate supervisor's appraisal ratings.

After the performance appraisal has been reviewed by the reviewer, the immediate supervisor shall review and discuss the appraisal with the employee. The employee will be asked to certify that the appraisal has been reviewed with him/her by signing or initialing the appraisal form in

the space provided. If the employee refuses to sign the appraisal, a note should be made in writing.

A. Action Plan - If an employee has received an overall appraisal between a “1.1 and 2.9” below expectations, the immediate supervisor and other higher level supervisors shall be responsible for working with the employee to set a date and create a plan of action (attachment ) by which satisfactory performance must be achieved. The date set should not be earlier than 90 days or later than 180 days from the close out of the evaluation. Upon reevaluation, evaluate the employee on all aspects of the evaluation form, paying particular attention to the area(s) he/she was below standard on. If the employee meets the standard in the area they were deficient on but are below standard on another area contact Human Resources for guidance. If performance has not achieved satisfactory level by date set, the employee should be terminated. This may be extended one additional period with approval of the appropriate Division Director.

(1) If termination is warranted, follow termination procedures as outlined by county policy. Once termination is approved, complete the evaluation and terminate employee on the effective date of signed evaluation.

(2) This period of re-evaluation is designed to improve the performance of the employee. However, if other performance issues persist, disciplinary action and/or termination may be warranted before the re-evaluation date.

B. If an employee has received an overall appraisal of a “1” (below expectations) the department shall initiate immediate steps to terminate the employee from the position. Follow termination procedures as outlined by county policy.

C. All performance appraisals shall become a permanent part of the employee's personnel file. Upon request, the department shall furnish the employee a copy of the performance appraisal with copies of all pertinent attachments.

## **Overall Ratings**

A. Department Heads are responsible for insuring the appraisal system is conducted fairly and in accordance with county policy. Every effort should be made to insure evaluations are completed on time, and they are written to insure the employee is receiving a fair evaluation based on their performance during the evaluation period.

B. Furthermore, Department Heads are responsible for insuring that there is an equitable distribution of overall ratings. Overall ratings should be able to separate employees from the exceptional, average and below average performer.

C. Evaluators should be made aware of numerous rating errors that can cause performance appraisal problems diminishing the overall appraisal process.

1. Error of Halo – This occurs when a rater attaches too much significance to a single factor of performance and gives similar ratings on other performance elements. Thus the

overall evaluation is significantly influenced by a single factor. Such a perception undermines the importance of other elements and leads to an unbalanced performance appraisal of the employee. In other words, the error of halo is when an individual performs very well in one area (Example: Initiative and motivation criteria) so the rater assumes he performs well in every other area without taking an objective look at the other areas of performance. The opposite of this error is the error of horns where an employee performs poorly in one area and the assumption is that she performs poorly in all the other areas.

2. Error of Strictness/Leniency – This occurs when one supervisor is very strict in insuring all standards of performance are absolutely met without exception or is very conservative in their ratings and generally gives lower scores than the employee actually deserves. This tendency may make high performers attain somewhat average ranking and average performers appear as poor performers. On the other hand, some supervisors demonstrate a leniency bias and rate their subordinates very liberal which may make even average performers seem like “star” performers where in fact they are simply average.

3. Error of Central Tendency – This is the “play safe” evaluation where a supervisor doesn’t have a good grasp on how the employee actually performed. They don’t know what below average performance nor above average performance looks like so they tend to rate down the center of the evaluation scale.

4. Error of Recency – Performance appraisals involves an assessment of the employee for a period of one year. Supervisors need to evaluate the employees “typical or average” performance during this period. Often, recent events tend to overshadow the overall evaluation. Supervisors often forget the performance of employee months ago, therefore a recent event, whether good or bad, has a tendency of having more influence of the overall rating.

5. Error of Contrast Effect – When supervisors rate employees one after another, rating of an exceptional performer or a very poor performer could affect the ratings of other individuals. Therefore, employees should be rated on the performance standards that were set and not against each other.

6. Error of Personal Bias – Unfortunately, evaluators are human and personal beliefs, attitudes, assumptions, experiences, preferences and lack of understanding about a person can lead to an unfair evaluation. Once again, employees should be rated on the performance standards that were set.

## **Pay Increases**

**TBD**

## **Performance Appraisal Forms**

Supervisors should establish a personnel record for each employee to keep the appraisal forms and documentation on file throughout the year. Nothing is required to be sent to the Human Resources Department until the evaluation is completed. Once the evaluation is completed then

the proper forms and documentation will be forwarded to the Human Resources Department for filing in the employee's personnel record.

Employee Evaluation Documentation Form - This form is used for all employees. Section I is completed at the beginning of the evaluation period. Section II is a recommendation statement to complete performance feedback sessions and Section III will be completed at the end of the evaluation period. The form will serve as a cover for the evaluation form(s) when submitted to Human Resources for filing in the individual personnel record.

Employee Evaluation Form – All Horry County employees who are not in a supervisory position or who do not supervise other employees, as determined by the department head, will be evaluated by this form, using the first 9 criteria. All supervisory employees will be evaluated using all 12 criteria

- Evaluate employees typical performance for each area
- Supporting documentation is required and should be attached to this form

Criteria 9 – Goal Setting – This section will be used for any employee, as determined by the department head, for goal setting and evaluation of goals. Although all departments are different, most goals can be quantified if job performance standards are known and supervisors and employees have a good understanding of each job and how it relates to the overall function of the department. Below are some guidelines that may help in developing goals.

#### A. Goal Setting

1. State what must be done. Use a Job Description. In setting up the goals clarify the following:
  - Tasks to be performed
  - Outcomes expected
  - Coordination required with other jobs
  - Equipment to be used
  - Any supervisory duties involved
  - Other competencies required
2. Specify how performance will be measured. Often you can measure goal performance by time, money, physical units, or percentages. Specify behaviors and/or actions that will lead to success.
3. Specify the performance standard. A readily accepted approach is to start goal setting by letting the individual's previous performance set the standard. Performance standards will set minimum quality standards. Most employees consider their average previous performance to be a fair standard of performance
4. Set deadlines to reach goals.

5. Rank goals in order of importance and difficulty. A clear understanding of priorities helps employees focus on what is most important at the time.

B. Characteristics of Goals. These characteristics are a critical aspect of the evaluation process, and each characteristic must be met for each goal set.

1. Developed jointly (supervisor/employee) - This is the most critical characteristic of goal setting. Employees must provide input into the goals they have to accomplish.

2. The S.M.A.R.T Test

- S – Specific. Singular, only one task or goal at a time.
- M – Measurable. Expressed in quantitative terms (numerical terms). Able to see end result.
- A – Attainable. Challenging and ambitious goals but not unreasonably difficult. Goal may be reasonable, but if time, resources or other variables prevent the employee from achieving it, it is not attainable. Goals that are easy to accomplish or a goal the employee has already accomplished is not challenging.
- R – Realistic. Value added, something that is significant to the department that may increase efficiency, make the process easier, or decrease bottlenecks.
- T – Time Specific. Defined time period, specific date. Can be a monthly or quarterly time period if you can measure.

C. Weighting goals. Your most important goals should have the most weight; whereas, your least important goals have the least weight. Goals must total 100%.

Example:      Goal 1 = 40%  
                    Goal 2 = 30%  
                    Goal 3 = 20%  
                    Goal 4 = 5%  
                    Goal 5 = 5%

D. Group Goals. Group goals are not permitted. Goals can be similar in nature but should be tailored to each individual based on job requirements. If goals are set that require two or more people to accomplish the goal for completion, then it is considered a group goal.

E. Changing, modifying, or adding goals. Goals can only be changed or modified after the employee and supervisor determine the goal no longer meets the characteristics of goal setting in paragraph “B” above. For example, if the lack of resources prevent the employee from

meeting a goal, it needs to be revised. Another example would be if the employee were sick or injured and missed enough work that prevented him/her from meeting the goal, it needs to be revised, or if the employee was transferred or removed from these responsibilities.

1. Simply cross through the original goal and make changes as appropriate.
2. Document why action was taken
3. You can change or modify a goal at anytime; however, they must meet the above characteristics.

There may be occasions when an employee completes his/her goal before the 12 month evaluation period is over. Therefore, a goal or goals can then be jointly developed as long as the time period of completion is for the remainder of the period

F. Completing Supervisory Performance Goal Evaluation Plan form:

- Column 1 – List agreed upon goals in this column.
- Column 2 – Put deadline for goal. Specify date or monthly, quarterly, etc.
- Column 3 – Each goal must have a weight; and they must add up to 100%.
- Column 4 – This column left blank until final evaluation.
- Column 5 – This column left blank until final evaluation.
- Column 6 - Employee signs and supervisor signs agreeing to goals.

Management Evaluation Form – All Division Directors, Department Heads and Deputy/Assistant Department Heads will be evaluated by this form. Goals will be set as determined by the County Administrator and the appropriate Division Director for their staff. Goal setting will meet the criteria as indicated above.

**Miscellaneous Requirements** - There may be times when circumstances may prevent supervisors from accomplishing evaluations in a timely manner or questions arise as to how to evaluate an employee due to unforeseen factors. In most cases you can contact the Human Resources Department for guidance, but listed below are procedures for the most common extenuating circumstances.

A. Employee Changes Supervisor – There may be circumstances when an employee changes supervisors. Supervisor is no longer a county employee, supervisor/employee is transferred within department or laterally cross-trains, to name a few. The general guidelines below will apply most of the time for these situations.

1. Supervisor no longer in employee's chain of command:

a. The supervisor will complete an employee performance appraisal on the employee using the above procedures if there is at least 120 days of continuous supervision. It is the responsibility of the department head to insure that all appraisals are complete and turned into Human Resources before a supervisor terminates from the county or leaves the department for another position.

b. The new supervisor will begin the appraisal process with employee after the appraisal has been written.

c. If 120 days of continuous supervision hasn't been performed the following procedures will apply:

(1) The previous supervisor will supply the new supervisor with all documentation on the employee and provide the new supervisor with a "mock" evaluation of performance and goal attainment (if applicable) to date.

(2) If goals need to change due to the change of work requirements the new supervisor will annotate the Supervisory Employees Performance Goal Evaluation Plan form. Be sure to document why action was taken.

(3) The new supervisor will use the information provided by the old supervisor and all additional information to accomplish the annual report.

2. Employee no longer in supervisor's chain of command: If the employee is no longer employed no appraisal is necessary. If the employee is transferred, promoted, or other reasons is no longer in supervisor's chain of command. The following procedures will apply.

a. The supervisor will complete an employee performance appraisal on the employee using the above procedures if there is at least 120 days of continuous supervision. It is the responsibility of the department head to insure that all appraisals are complete and turned into Human Resources before a supervisor terminates from the county or leaves the department for another position.

b. The new supervisor will begin the appraisal process with employee after the appraisal has been written.

c. If 120 days of continuous supervision hasn't been performed the following procedures will apply:

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(2) If goals need to change due to the change of work requirements the new supervisor will annotate the Supervisory Employees Performance Goal Evaluation Plan form. Be sure to document why action was taken.

(3) The new supervisor will use the information provided by the old supervisor and all additional information to accomplish the annual report.



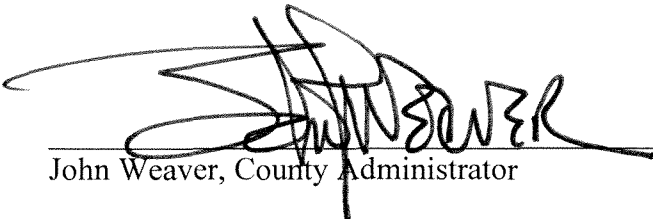
B. Employee Promoted to a Supervisory Role – Paragraph 1 or 2 above will be used as a guideline. The key difference being that the supervisor of the promoted employee needs to set goals for the next appraisal.

C. Appraisal written due to previous appraisal being “below expectations”. – Complete the appraisal according to the above procedures. On the Employee Evaluation Documentation form, Section III, circle review period of “Other” and indicate in the space provided “below expectations” appraisal. Supervisor should key on the areas that caused the previous appraisal to be “below expectations.” Document all action that was taken to bring the employee up to standards. The next appraisal will be one year from the close out of this appraisal.

4 Attachments

1. Employee Evaluation Documentation form
2. Employees Evaluation form
3. Management Evaluation form
4. Action Plan

Policy approved /disapproved

  
\_\_\_\_\_  
John Weaver, County Administrator

5/4/2010  
Date

## **GUIDELINES RELATING TO REQUIRED ACTIONS WHEN AN ANNUAL EVALUATION HAS AN OVERALL RATING OF LESS THAN “3”**

An annual evaluation with an overall rating score of less than “3, which means that the employee fails to meet the requirements of the job, requires the following minimum actions:

1. The supervisor is responsible for developing an action plan intended to bring the employee’s rating score to a “3 or above within a 90 to 180 day re-evaluation period.
2. The action plan should be:
  - a. presented in draft form to the employee at the time the evaluation is communicated to the employee. The employee will be allowed up to three days to review the action plan and to suggest changes prior to it being signed no later than four business days after receipt of the evaluation. If the employee does not provide comments or recommendations within four business days, the supervisor will complete the action plan and provide a copy to the employee for signature;
  - b. consistent with the performance expectations to which other department staff with similar responsibilities are held accountable;
  - c. development should target the deficient areas so that if the employee successfully completes the action plan, the criteria on which the employee was rated below a “3 will be elevated to at least a “3 at the conclusion of the re-evaluation period;
  - d. once signed by the supervisor and employee the action plan will be attached to the evaluation.
3. During the re-evaluation period, meetings should be held with the supervisor and the employee to provide clear communication of the status of the employee’s completion of the action plan. These meetings should include coaching by the supervisor. Meetings can be as often as agreed upon but at least monthly.
4. Once the re-evaluation period is 50% complete, the Department Head should be provided with an update on the status of the employee’s completion of the action plan. Feedback provided to the Department Head should address the employees progress and if any additional action is necessary to insure satisfactory progress at the end of the re-evaluation period.
5. During the re-evaluation period, actions of the employee that would warrant disciplinary action, violations of county policy and/or the performance action plan, shall be disciplined in accordance with the County’s Employee Guidelines. Disciplinary Reports will be completed as applicable.
6. At the conclusion of the re-evaluation period, the supervisor will complete an evaluation which covers the re-evaluation period. If the supervisor has successfully coached the employee, the total rating on this evaluation should be a “3” or above. The supervisor should demonstrate that they have done everything within reason to support the employee in raising their score to a “3”.
7. If the employee has not met the requirement of a “3” then termination may be appropriate and shall be considered by the Department Head and Division Director at this time. Upon recommendation of the Department Head, the Division Director can approve one additional re-evaluation period. If this is approved another action plan must be prepared and attached to the below standard evaluation.

**EXAMPLE ACTION PLAN  
(USE DEPARTMENT LETTERHEAD)**

**FROM:** Supervisor  
**TO:** Employee  
**DATE:**  
**RE:** Performance Action Plan

In accordance with Horry County policy an employee who receives less than a satisfactory (score of 3 or higher) on their evaluation is given the opportunity to meet required expectations through a performance plan.

1 – Work Performance – Overall 2. You have been counseled and reprimanded numerous times regarding the quality of your work performance and carelessness when completing work assignments according to office procedures. In order to meet this standard you need to pay more attention to the training manual that you were provided or ask me or other supervisors if you have questions. Additionally we will meet weekly and discuss work performance issues and provide any additional training as required.

2 – Dependability - Overall 1. You have been counseled and reprimanded numerous times for excessive absenteeism. In order to meet this standard you will not be allowed to take vacation until your re-evaluation period is over. Furthermore, you will contact me personally or the deputy director/director in my absence, each time you are sick and unable to work. Keep in mind, county policy authorizes us to approve or disapprove time off, even if it is due to being sick. Being sick is not automatically approved and approval of sick and/or vacation will be considered on a case-by-case basis.

Because you do not have an overall 3 on this evaluation you will not receive a pay increase until your next annual evaluation period. You will be reevaluated on (90-180 days from close date of the evaluation – **this date must be specific**). If you do not meet the standard of an overall 3 you may be terminated. Keep in mind all areas of the evaluation will be re-evaluated and you may be terminated prior to the re-evaluation date if during daily observations we feel that you are not making satisfactory progress.

\_\_\_\_\_  
Supervisor's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Head signature

\_\_\_\_\_  
Date

## **DISCLAIMER**

ALL EMPLOYEES OF HORRY COUNTY ARE EMPLOYED AT-WILL AND MAY QUIT OR BE TERMINATED AT ANY TIME AND FOR ANY REASON. NOTHING IN ANY OF HORRY COUNTY'S RULES, POLICIES, HANDBOOKS, PROCEDURES OR OTHER DOCUMENTS RELATING TO EMPLOYMENT CREATES ANY EXPRESS OR IMPLIED CONTRACT OF EMPLOYMENT. NO PAST PRACTICES OR PROCEDURES, WHETHER ORAL OR WRITTEN, FORM ANY EXPRESS OR IMPLIED AGREEMENT TO CONTINUE SUCH PRACTICES OR PROCEDURES. NO PROMISES OR ASSURANCES, WHETHER WRITTEN OR ORAL, WHICH ARE CONTRARY TO OR INCONSISTENT WITH THE LIMITATIONS SET FORTH IN THIS PARAGRAPH CREATE ANY CONTRACT OF EMPLOYMENT UNLESS: 1) THE TERMS ARE PUT IN WRITING, 2) THE DOCUMENT IS LABELED "CONTRACT," 3) THE DOCUMENT STATES THE DURATION OF EMPLOYMENT, AND 4) THE DOCUMENT IS SIGNED BY THE COUNTY ADMINISTRATOR.

I understand that I will not receive a pay increase until my next annual evaluation. I further understand that if I don't receive a satisfactory performance rating (3 or higher) on my re-evaluation I may be terminated from employment. I also understand that if I am not meeting satisfactory progress or violate county or departmental policies I may be terminated from employment prior to my re-evaluation date.

I acknowledge receipt of this performance action plan **AND UNDERSTAND THAT IT IS NOT A CONTRACT OF EMPLOYMENT.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

**HORRY COUNTY GOVERNMENT**  
Employee Evaluation Documentation Form

**SECTION I**

Performance Period Dates: From _____ To: _____		
Employee _____	Position _____	Date in Class _____
Department _____	Employee ID Number _____	

**SECTION II**

Performance Feedback - Although not required, it is highly recommended that supervisors periodically review employee's performance by providing both positive and negative feedback. If feedback is used document below.

		SUPV INITIALS	EMP INITIALS	Mark "X" if Not Applicable
1 <sup>st</sup> Period (initial)	Date: _____	_____	_____	_____
2 <sup>nd</sup> Period	Date: _____	_____	_____	_____
3 <sup>rd</sup> Period	Date: _____	_____	_____	_____

**SECTION III – Evaluation**

Date Reviewed with Employee \_\_\_\_\_

Review Period (Circle):      ☐ Annual Review      ☐ Other (Explain) \_\_\_\_\_

Supervisor's/Appraiser's Name: (PRINT) \_\_\_\_\_

Please acknowledge that this performance evaluation has been reviewed with you by signing your name and indicating the date of the review in the spaces below. Also, indicate whether you intend to submit a written statement (due 10 days from the date of your review) for any ratings or comments in which there were significant disagreements between you and your supervisor.

Place an "X" in appropriate space

Do you agree with this evaluation:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Intend to submit a letter of disagreement:	<input type="checkbox"/> Yes <input type="checkbox"/> No
I received periodic performance feedback:	<input type="checkbox"/> Yes <input type="checkbox"/> No

Employee _____	Date _____
----------------	------------

Supervisor/Appraiser _____	Date _____
----------------------------	------------

Reviewer _____	Date _____
----------------	------------

- Supporting documentation for all ratings is required from the supervisor and should be attached.
- Signature of appraiser and reviewer indicates that Horry County Employee Performance Appraisal System procedures have been followed.



# Employee Evaluation Form

Name: \_\_\_\_\_ Employee Number: \_\_\_\_\_

**Instructions:** Choose the appropriate rating and type into the "highlighted" box. Be objective and do not allow your rating of one factor to influence your rating on another. Ratings should be based on the employee's "typical" performance. You should then "justify" your ratings with examples of performance which may be accepted as characteristic of that level.

**EVALUATION OF PERFORMANCE:** Choose the appropriate rating and type into "highlighted" box.

## 1 - PRODUCTIVITY

The amount of work an individual produces during assigned work period(s) and demonstrates knowledge to perform the job.

1	2	3	4	5
Has difficulty performing assigned duties and usually below acceptable standards. Unable to meet deadlines. A poor worker.	Barely acceptable level of productivity. Sometimes meets deadlines. Marginal job knowledge. A slow worker.	Meets expectations of average output. Organizes work through prioritizing and meets deadlines. Possesses adequate knowledge.	Very industrious, does more than is required. Very organized and consistently meets deadlines. Above average job knowledge.	Generates maximum output. Organizational skills and job knowledge beyond what is expected. An exceptional worker.

0

COMMENTS/SUPPORT OF RATING:

## 2 - QUALITY OF WORK

The ability to produce work that is accurate, neat and thorough.

1	2	3	4	5
Produces poor quality of work. Makes frequent errors. Must always check work product.	Produces work of marginal quality which often contains errors. Careless	Quality of work is good. Usually accurate. Conscientious about maintaining quality.	Produces high quality accurate work. Seldom makes mistakes.	Produces outstanding precise, neat, and accurate work.

0

COMMENTS/SUPPORT OF RATING:

## 3 - INITIATIVE AND MOTIVATION

The ability to be a self-starter and to show resourcefulness.

1	2	3	4	5
Needs constant supervision to start and complete tasks. Is not motivated or resourceful.	Requires close supervision to start and complete tasks. Is rarely motivated and resourceful.	Follows tasks through to completion. Is reasonably motivated and shows initiative.	Very good initiative and follows-through. Is motivated and uses initiative for tasks and uses ability to think through problems.	Superior initiative and highly motivated. Highly resourceful and follow-through and shows ability to think through problems.

0

COMMENTS/SUPPORT OF RATING:

**4 - PROFESSIONALISM**

The ability to maintain a positive attitude and high personal standards, dependability and flexibility on the job.

**1**

Poor work ethic, very negative attitude and unable to handle pressure, not very dependable.

**2**

Marginal work ethic, attitude fluctuates and difficult in handling pressure. Often times is not dependable.

**3**

Well organized, positive attitude and can handle work pressures. Is dependable and flexible. Good work ethic.

**4**

Tremendous work and positive attitude. Can work better than most under pressure. Very dependable.

**5**

Work ethic and attitude as well as working under pressure, beyond what is expected. Far exceeds dependability.

**0**

COMMENTS/SUPPORT OF RATING:

**5 - TEAMWORK**

The ability to work well with co-workers and supervisors.

**1**

Causes friction among workers. Tends to gripe, argue and gossips. Dishonest, antagonistic. Does not help others.

**2**

Is difficult to work with. Will help only when asked. Occasionally antagonistic.

**3**

Works willingly with others. Is good at achieving cooperation. Honest.

**4**

Very cooperative. Is quick to offer help. Gets along very well and a good team member. Displays honesty.

**5**

Extremely cooperative. Constantly offers aid. Highest level of integrity and team player.

**0**

COMMENTS/SUPPORT OF RATING:

**6 - RELATIONSHIP WITH EXTERNAL CUSTOMERS**

Demonstrates courtesy and effectiveness in dealing with the public.

**1**

Unacceptable. Has problems dealing with the public. Discourteous.

**2**

Occasionally discourteous in dealing with public.

**3**

Good skills in dealing with the public. Usually courteous and effective.

**4**

Well developed in this area. Makes extra effort to assist public.

**5**

Extremely courteous; very effective, is an exemplary role model.

**0**

COMMENTS/SUPPORT OF RATING:

**7 - COMPLIES WITH COUNTY/DEPARTMENTAL POLICIES AND PROCEDURES**

The ability to follow county and departmental rules, policies, procedures and regulations.

**1**

Compliance with policies and procedures is unacceptable.

**2**

Compliance with policies and procedures needs improvement.

**3**

Compliance with policies and procedures is good.

**4**

Very knowledgeable of policies and seldom violates policies and procedures.

**5**

Sets the standard. Communicates policy and recognized for going above and beyond.

**0**

COMMENTS/SUPPORT OF RATING:



**8 - COMMUNICATION**

The ability to convey ideas effectively, both orally and in writing. Ability to listen well and responds appropriately.

1	2	3	4	5
Communication is very poor. Ideas are not well organized and are difficult to follow.	Occasionally does not communicate effectively. Oral and/or written communication is often hard to follow.	Communication is good. Is able to communicate effectively both orally and written.	Very good communicator. Regularly demonstrates oral and written communication skills.	Outstanding communicator. Excellent oral and written skills

COMMENTS/SUPPORT OF RATING:

0

**9 - EMPLOYEE GOALS** If criteria 9 is not used, "N/A" in yellow box.

If goals were written at the beginning of the evaluation cycle, indicate evaluation score below and justify ratings below.

COMMENTS/SUPPORT OF RATING:

N/A

Total each column divided by 9, 8 if criteria 9 is not used.

IF TOTAL RATING IS BELOW A "3" AN ACTION PLAN MUST BE ATTACHED

TOTAL RATING

0.00

**Instructions:** Evaluate supervisors, excluding Division Directors, Department Heads and Assistant Department Heads, using criteria 10, 11 and 12 below. Choose the appropriate rating and type into the "highlighted" box. Be objective and do not allow your rating of one factor to influence your rating on another. Ratings should be based on the employee's "typical" performance. You should then "justify" your ratings with examples of performance which may be accepted as characteristic of that level.

**Evaluate criteria 10, 11, and 12 below for SUPERVISORS****10 - SUPERVISION/LEADERSHIP**

The ability to organize and plan work and get the job done during assigned work periods.

1	2	3	4	5
Usually disorganized and often in a crises due to lack of planning. Does not delegate work effectively. Does not set or enforce standards.	Does very little planning and organizing. Is not effective in getting staff to complete assigned work. Very inconsistent in enforcing standards.	Good at planning and delegation. Good follow-through. Usually is fair and consistent and enforces standards.	Very good at planning and delegation. Makes very effective use of staff to complete the job properly and on time. Produces good results. Enforces standards.	Superior in planning organizing, delegating work. Gets extraordinary results by effective use of staff. Always fair and consistently maintains and enforces standards.

COMMENTS/SUPPORT OF RATING:

0

**11 - JUDGMENT AND DECISION MAKING**

The ability to come to a conclusion based on the information.

**1**

Decisions are often wrong due to poor judgment. Can't make required decisions. Refuses to change.

**2**

Sometimes makes bad decisions because of poor information or bad judgment. Unwilling to change.

**3**

Usually arrives at sound decisions. Usually has alternative solutions and warrants change.

**4**

Very good in making decisions. Uses good judgment and analysis. Advocate for and solicits necessary changes.

**5**

Superior decision making ability. Shows excellent judgment. Well thought out, logical decisions. A change agent.

**0****COMMENTS/SUPPORT OF RATING:****12 - EMPLOYEE RELATIONS**

The ability to provide help, guidance, and feedback to subordinates.

**1**

Not respected by staff as a leader. Inability to train and develop employees and doesn't resolve conflict.

**2**

Somewhat respected by staff as leader. Sometimes resolves conflict. Provides little training and development.

**3**

Respected by staff as leader. Resolves conflict and provides adequate training and development.

**4**

Very good leader. Has a good training and development program. Handles conflict successfully.

**5**

A true leader. Created an on-going training and development program. Routinely resolves conflict.

**0****COMMENTS/SUPPORT OF RATING:****Total each column divided by 12, 11 if criteria 9 is not used.****IF TOTAL RATING IS BELOW A "3" AN ACTION PLAN MUST BE ATTACHED****TOTAL RATING****SUPERVISOR****0.00****ADDITIONAL COMMENTS/SUGGESTIONS (continued from above):**

**9 - GOALS**

COLUMN 1 GOALS	COLUMN 2 GOAL WEIGHT	COLUMN 3 PERFORMANCE RATING	COLUMN 4 WEIGHED RATING

**GOALS TOTAL RATING****Goal rating rounded to nearest whole number - Transfer to criteria 9 above****0****GOAL CRITERIA**

- 1 - Goals are jointly developed by supervisor and employee
- 2 - Performance ratings are in whole numbers, "1, 2, 3, 4, 5"
- 3 - Goal weights may be distributed as agreed upon by supervisor and employee but must equal 100%.
- 4 - Goal weight is multiplied by performance rating to equal weighted rating.
- 5 - Weighed rating, when computed must not be more than 5.
- 6 - Goals total rating will be rounded up/down to the nearest whole number
- 7 - Transfer goals total rating to criteria 9 above

**RATING LEVEL**

- |                                 |   |
|---------------------------------|---|
| <b>5 - Exceptional</b>          | Performance far exceeded expectations due to exceptionally high quality of work performed in all essential areas of responsibility. This rating is achievable by any employee though given infrequently. Usually reserved for the top 10%.                      |
| <b>4 - Exceeds Expectations</b> | Performance consistently exceeded expectations in all essential areas of responsibility, and the quality of work overall was excellent. This rating is usually reserved for the top 20%   |
| <b>3 - Meets Expectations</b>   | Meets major requirements; is consistently effective and competent; achieves results expected for employees knowledge and work experience. This rating is average.   |
| <b>2 - Improvement Needed</b>   | Performance did not consistently meet expectations. Performance failed to meet expectations in one or more essential areas of responsibility. A professional development plan must be outlined to meet the area that needs improvement.                         |
| <b>1 - Unacceptable</b>         | Performance was consistently below expectations in most essential areas of responsibility. Significant improvement is needed in one or more important areas. A professional development plan must be outlined and the employee will be re-evaluated in 90 days. |

**Employee Signature****Date goals were developed****Supervisors Signature****Date goals were developed**

# Management Evaluation Form

## Division Directors, Department Heads, Deputy/Assistant Department Heads

**Name:** \_\_\_\_\_ **Employee Number:** \_\_\_\_\_

**Instructions:** Choose the appropriate rating and type into the "highlighted" box. Be objective and do not allow your rating of one factor to influence your rating on another. Ratings should be based on the employee's "typical" performance. You should then "justify" your ratings with examples of performance which may be accepted as characteristic of that level.

### EVALUATION OF PERFORMANCE: Choose the appropriate rating and type into "highlighted" box.

#### 1 - LEADERSHIP

The ability to organize and plan work and get the job done during assigned work periods.

1	2	3	4	5
Usually disorganized and often in a crises due to lack of planning. Does not delegate work effectively. Does not set or enforce standards.	Does very little planning and organizing. Is not effective in getting staff to complete assigned work. Very inconsistent in enforcing standards.	Good at planning and delegation. Good follow-through. Usually is fair and consistent and enforces standards.	Very good at planning and delegation. Makes very effective use of staff to complete the job properly and on time. Produces good results. Enforces standards.	Superior in planning organizing, delegating work. Gets extraordinary results by effective use of staff. Always fair and consistently maintains and enforces standards.

0

COMMENTS/SUPPORT OF RATING:

#### 2 - BUDGET/COST CONTROL

The ability to prepare and control budgets and expenditures.

1	2	3	4	5
Constantly fails to budget accurately. Frequently has cost overruns or shortfalls. Pays little attention to cost items.	Occasionally fails to budge adequately for routine needs. Sometimes insensitive to cost issues.	Accurately prepares, monitors and controls budget expenditures. Active initiating cost savings.	Very cost conscious. Very good at budgeting. Strives to cut and control costs.	Outstanding at budget management. Takes leadership role in identifying ways to cut and control costs.

0

COMMENTS/SUPPORT OF RATING:

#### 3 - MOTIVATION

The ability to positively inspire work efforts

1	2	3	4	5
Personally lacks enthusiasm. Negative work attitude effects subordinates.	Does not consistently encourage subordinates to excel.	Recognizes rewards and encourages good, sold performance.	Generates above average enthusiasm among subordinates.	Serves as an outstanding work example. Inspires subordinates to excel.

0

<b>COMMENTS/SUPPORT OF RATING:</b>					
<b>4 - PROBLEM SOLVING</b>					0
The ability to analyze and solve work problems.					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Does not solve problems effectively. Ignores problems or waits for others to solve them.	Occasionally fails to deal effectively with problems. Needs some improvement.	Is an effective problem solver. Often anticipates problems and prevents them from occurring.	Very good problem solving ability. Usually anticipates problems and prevents them from occurring.	Exceptional problem solving ability. Can be relied upon to anticipate and prevent problems from occurring.	
<b>COMMENTS/SUPPORT OF RATING:</b>					
<b>5 - COMMUNICATION</b>					0
The ability to effectively convey thoughts, ideas and necessary information to others.					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Memos or directives are unclear and seem to miss the point. Subordinates often confused over what is desired.	Occasionally fails to communicate necessary information. Not always clear.	Provides for a good exchange of information in a clear and concise manner.	Communications are clear, concise, and persuasive. Lays out options and alternatives.	Eloquent and accurate in both oral and written analysis of situation.	
<b>COMMENTS/SUPPORT OF RATING:</b>					
<b>6 - CONFLICT RESOLUTION</b>					0
The ability to identify and resolve interpersonal conflict.					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Does not solve conflict effectively. Ignores conflict or waits for others to solve it.	Occasionally fails to deal effectively with interpersonal conflict. Needs improvement.	Is effective when dealing with conflict. Often anticipates conflict and prevents it from occurring.	Very good with conflict resolution. Usually anticipates conflict and prevents it from occurring.	Exceptional ability in dealing with conflicts. Can be relied upon to anticipate and prevent conflict from occurring.	
<b>COMMENTS/SUPPORT OF RATING:</b>					

**7 - INTERPERSONAL SKILLS**

The ability to provide help, guidance, and feedback to subordinates.

1	2	3	4	5
Rarely is sensitive to the needs, feelings and capabilities of others. Rarely approaches others in a non-threatening and pleasant manner. Rarely treats them with respect.	Seldom is sensitive to the needs, feelings and capabilities of others. Seldom approaches others in a non-threatening and pleasant manner. Seldom treats them with respect.	Is often sensitive to the needs, feelings and capabilities of others. Usually approaches others in a non-threatening and pleasant manner and treats them with respect.	Very sensitive to the needs, feelings, and capabilities of others. Is very approachable and treats employees in a non-threatening and pleasant manner. Always treats them with respect.	Exceptional interpersonal skills. Understands sensitivity, needs and feelings of others and expects everyone to maintain the same high standards.

0

COMMENTS/SUPPORT OF RATING:

**8 - JUDGMENT AND DECISION MAKING**

The ability to come to a conclusion based on the information available.

1	2	3	4	5
Decisions are often wrong because of poor judgment. Frequently hesitates or neglects to make decisions that are necessary.	Sometimes makes bad decisions because of bad judgment. Sometimes neglects decisions when necessary.	Usually arrives at sound decisions. Analysis of problem and alternatives are usually good. Decisions are usually in a timely manner.	Very good at making decisions. Uses good judgment in analyzing problems and alternatives. Makes timely decisions.	Superior decision making ability. Shows excellent judgment. Commendable record of well thought out and implemented decisions.

0

COMMENTS/SUPPORT OF RATING:

**9 - QUALITY IMPROVEMENT**

The ability to develop/originate new ideas or methods without being urged.

1	2	3	4	5
Never generates new ideas or methods to improve operations. Needs constant prompting. Does not encourage innovation from staff.	Occasionally identifies new methods, but requires regular encouragement. Rarely encourages innovation from staff.	Generally takes the first step toward making change with little prompting. Encourages innovation from staff.	Frequently develops with new approaches to accomplish mission. Very good at encouraging innovation from staff.	Continually originates new work ideas and methods independently. Excellent at encouraging innovation from staff.

0

COMMENTS/SUPPORT OF RATING:

**10 - STAFFING**

The ability to select and maximize the effective use of human resources.

**1**

Frequently assigns work to inappropriate personnel. Poor staffing judgment.

**2**

Occasionally fails to match tasks with workers' skill levels. Questionable staffing judgment.

**3**

Normally assigns work tasks appropriate to skills and abilities of staff. Good staffing skills.

**4**

Highly effective in the assignment of staff to proper tasks. May be creative. Staffs with very good people.

**5**

Very creative in the use of all staff. Often results in cost savings or avoidance. Staffs with excellent people.

**0**

COMMENTS/SUPPORT OF RATING:

**11 - PROFESSIONALISM**

The ability to maintain a positive attitude and high personal standards, dependability and flexibility on the job.

**1**

Poor level of character and has a negative attitude. Not very dependable and poor work ethic.

**2**

Marginal level of character and attitude fluctuates from day to day. Often times is not dependable.

**3**

Maintains acceptable level of character and a professional attitude. Dependable and flexible. Good work ethic.

**4**

Maintains a very positive level of character and attitude. Tremendous work ethic and very dependable.

**5**

Level of character and attitude is beyond what is expected. Far exceeds dependability. Outstanding work ethic.

**0**

COMMENTS/SUPPORT OF RATING:

**12 - GOALS** If criteria 12 is not used, "N/A" in yellow box.

If goals were written at the beginning of the evaluation cycle, indicate evaluation score below and justify ratings below.

**0**

COMMENTS/SUPPORT OF RATING:

**OVERALL PERFORMANCE RATING** (Total each column divided by 12)

**0.00**

**ADDITIONAL COMMENTS/SUGGESTIONS (Continued from above):**

**12 - GOALS**

COLUMN 1 GOALS	COLUMN 2 GOAL WEIGHT	COLUMN 3 PERFORMANCE RATING	COLUMN 4 WEIGHED RATING
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
GOALS TOTAL RATING			0

Goal rating rounded to nearest whole number - Transfer to criteria 12 above

0

**GOAL CRITERIA**

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- |                          |   |
|--------------------------|---|
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Employee Signature

Date goals were developed

Supervisors Signature

Date goals were developed