



EMPLOYEE PERFORMANCE EVALUATION

Employee Name:		Reviewer Name:	
Employee Position:		Reviewer Title:	
Department:		Date of Current Position:	
		Date of Review:	

Instructions: Performance evaluations are divided into four sections: Competencies, Performance Factors, Goals, and Overall Rating.

Optimal work performance requires a clear understanding of what work is to be performed, desired outcomes, and how well the work is completed (e.g., quality of the work, level of production, contribution to the organization, etc.). The performance evaluation process ensures that employee and management expectations are aligned. Through this process, the employee and rating supervisor can find opportunities to work together to improve job performance and grow professionally within the organization. Opportunities for improvement always exist at all levels of the organization.

The following performance evaluation criteria should be considered in the Competency Evaluation and Performance Factor sections:

Distinguished Performance: Role model status. Potential successor to immediate supervisor/highly promotable now. Performance is above and beyond under exceptional circumstances during the review period. *Approximately up to 5% of all employees perform at this level.*

Superior Performance: Overall excellent performance and easy to work with – smart, dedicated, ambitious, and cooperative, but may not be ready to promote because there is still a lot to learn in the current role. Many have been exposed to exceptional circumstances or opportunities that would warrant a higher designation. However, definitely an exceptional contributor who exceeds people’s expectations in many ways. Just needs more time in current role to grow and develop and gain additional exposure. *Approximately 30% all employees perform at this level.*

Fully Successful Performance: Consistently performs well and is reliable, courteous, and dedicated. Always tries hard and looks for ways of acquiring new skills but doesn’t necessarily perform with distinction. Consistently contributes to the department’s efforts and is a valuable member of the team. *Approximately 50% of all employees perform at this level.*

Partially Successful Performance: Fails to meet minimum performance or conduct expectations in specific area of responsibility. Is not able to demonstrate consistent improvement. Lacks motivation and fails to go the extra mile for others. May perform well but conduct is problematic. *Approximately 10% of all employees perform at this level.*

Unsuccessful Performance: Fails to meet minimum performance or conduct expectations for their role and requires improvement. *Approximately up to 5% of all employees perform at this level. Employees with unsuccessful performance will be placed on a performance improvement plan and re-evaluated in no more than six months.*

Comments and examples should be included in each competency. A rating of **Distinguished/Superior** and **Partially/Unsuccessful** ratings must include commentary supporting the rating. ***If there is no supporting documentation for either of these two rating, the rating will be adjusted to “fully successful performance”.***

Position Description

- The position description was reviewed and discussed with the employee. If applicable, any recommended changes have been attached to this document.

Values and Behaviors

The employee... Understands the department's services and priorities as well as the County's goals and priorities.
<input type="checkbox"/> Distinguished <input type="checkbox"/> Superior <input type="checkbox"/> Fully Successful <input type="checkbox"/> Partially Successful <input type="checkbox"/> Unsuccessful Performance
Comments and Examples:

Understands how their job impacts the County's overall (and/or Department) performance, and considers the interrelationships of the County's departments and/or functions when making decisions
<input type="checkbox"/> Distinguished <input type="checkbox"/> Superior <input type="checkbox"/> Fully Successful <input type="checkbox"/> Partially Successful <input type="checkbox"/> Unsuccessful Performance
Comments and Examples:

Competency Evaluation:

Communicativeness
Effective performers recognize the essential value of continuous information exchange and the competitive advantage it brings. They actively seek information from a variety of sources and disseminate it in a variety of ways. They take responsibility for ensuring that people have current and accurate information needed for success and communicate well verbally and in writing.
<input type="checkbox"/> Distinguished <input type="checkbox"/> Superior <input type="checkbox"/> Fully Successful <input type="checkbox"/> Partially Successful <input type="checkbox"/> Unsuccessful Performance
Comments and Examples:

Team Player
Effective performers are team oriented. They identify with the larger organizational team and their role within it. They share resources, respond to requests from others (internal and external), and support the organizations values, behaviors and goals as more important than personal goals or agendas.
<input type="checkbox"/> Distinguished <input type="checkbox"/> Superior <input type="checkbox"/> Fully Successful <input type="checkbox"/> Partially Successful <input type="checkbox"/> Unsuccessful Performance
Comments and Examples:

Customer Orientation
Effective performers stay close to customers and continually seek understanding regarding their changing needs. They view the organization through the eyes of the customer and go out of their way to anticipate and meet their needs. They deliver on services and commitments to internal and external customers.
<input type="checkbox"/> Distinguished <input type="checkbox"/> Superior <input type="checkbox"/> Fully Successful <input type="checkbox"/> Partially Successful <input type="checkbox"/> Unsuccessful Performance
Comments and Examples:

Initiative
Effective performers are proactive and take action without being prompted. They don't wait to be told what to do or when to do it and have a high level of energy and the motivation to sustain it over time. They see a need, take responsibility, and act on it. They are ambitious and passionate about their role in the organization. They make things happen and have the stamina and endurance to handle the substantial workload present in today's organizations.
<input type="checkbox"/> Distinguished <input type="checkbox"/> Superior <input type="checkbox"/> Fully Successful <input type="checkbox"/> Partially Successful <input type="checkbox"/> Unsuccessful Performance
Comments and Examples:

Positive Impact
Effective performers make positive impressions on those around them, understanding that a primary factor in success is about establishing and maintaining productive relationships. They are personable, self-confident, and generally likable. They like interacting with people and are good at it. They are optimistic and enthusiastic about what they do, and their excitement is contagious. They energize those around them and work towards creating a positive workplace.
<input type="checkbox"/> Distinguished <input type="checkbox"/> Superior <input type="checkbox"/> Fully Successful <input type="checkbox"/> Partially Successful <input type="checkbox"/> Unsuccessful Performance
Comments and Examples:

Problem Solving & Decision Making
Effective performers are able to identify problems, solve them, act decisively, and show good judgment. They isolate causes from symptoms, and compile information and alternatives to illuminate problems or issues. They involve others as appropriate and gather information from a variety of sources. They find a balance between studying the problem and solving it. They readily commit to action and make decisions that reflect sound judgment.
<input type="checkbox"/> Distinguished <input type="checkbox"/> Superior <input type="checkbox"/> Fully Successful <input type="checkbox"/> Partially Successful <input type="checkbox"/> Unsuccessful Performance
Comments and Examples:

Performance Factors:

Job Knowledge
Effective performers possess and demonstrate the technical ability to perform required duties and services offered by the County, is practical in applying knowledge to assignments, and maintains expertise in his/her field by keeping current with new developments. Understands and applies the County's philosophy of providing service; understands and effectively utilizes County policies and procedures relevant to position; knowledgeable regarding the County's services offered; general understanding of the county service industry and how it affects County operations.
<input type="checkbox"/> Distinguished <input type="checkbox"/> Superior <input type="checkbox"/> Fully Successful <input type="checkbox"/> Partially Successful <input type="checkbox"/> Unsuccessful Performance
Comments and Examples:

Time Management
Effective performers sense what needs to be done and when; punctuality, reliability in attendance, willingness to work overtime when needed; schedules work efficiently; arranges and conducts meetings efficiently; keeps busy and does not waste time.
<input type="checkbox"/> Distinguished <input type="checkbox"/> Superior <input type="checkbox"/> Fully Successful <input type="checkbox"/> Partially Successful <input type="checkbox"/> Unsuccessful Performance
Comments and Examples:

Quality of Work
Effective performers display accuracy, thoroughness, dependability, and usefulness of results; attention to detail; volume of work performed at an acceptable level while meeting quality standards and time schedules (includes balancing); follows through on assignments; provides adequate documentation where expected; follows instructions; timely delivery of service; pride in the County and work performed; professional appearance of work produced.
<input type="checkbox"/> Distinguished <input type="checkbox"/> Superior <input type="checkbox"/> Fully Successful <input type="checkbox"/> Partially Successful <input type="checkbox"/> Unsuccessful Performance
Comments and Examples:

Performance Goals for the Upcoming Year:

Goal #1
Goal Description:
Target Date/Milestones:
Measurement Criteria:
Required Skills, Tools, or Resources:

Goal #2
Goal Description:
Target Date/Milestones:
Measurement Criteria:
Required Skills, Tools, or Resources:

Career/Development Goals:

Goal #1
Goal Description:
Target Date/Milestones:
Measurement Criteria:
Required Skills, Tools, or Resources:

Goal #2
Goal Description:
Target Date/Milestones:
Measurement Criteria:
Required Skills, Tools, or Resources:

Overall Performance: Please check the box for the corresponding description which best characterizes the employee’s overall performance.

- Distinguished Performance:** Role model status. Potential successor to immediate supervisor/highly promotable now. Performance is above and beyond under exceptional circumstances during the review period. *Approximately 5% of all employees perform at this level.*
- Superior Performance:** Overall excellent performance and easy to work with – smart, dedicated, ambitious, and cooperative, but may not be ready to promote because there is still a lot to learn in the current role. Many have been exposed to exceptional circumstances or opportunities that would warrant a higher designation. However, definitely an exceptional contributor who exceeds people’s expectations in many ways. Just needs more time in current role to grow and develop and gain additional exposure. *Approximately 30% all employees perform at this level.*
- Fully Successful Performance:** Consistently performs well and is reliable, courteous, and dedicated. Always tries hard and looks for ways of acquiring new skills but doesn’t necessarily perform with distinction. Consistently contributes to the department’s efforts and is a valuable member of the team. *Approximately 50% of all employees perform at this level.*
- Partially Successful Performance:** Fails to meet minimum performance or conduct expectations in specific area of responsibility. Is not able to demonstrate consistent improvement. Lacks motivation and fails to go the extra mile for others. May perform well but conduct is problematic. *Approximately 10% of all employees perform at this level.*
- Unsuccessful Performance:** Fails to meet minimum performance or conduct expectations for their role and requires improvement. *Approximately 5% of all employees perform at this level. Employees with Unsuccessful performance will be placed on a performance improvement plan and re-evaluated in no more than six months.*

Comments: (Please Attach Additional Comments to the Evaluation)

Employee Comments: (Please Attach Additional Comments to the Evaluation)

Signatures: Every employee is required to sign their performance evaluation. Your signature does not mean that you agree with the evaluation, but that you reviewed it and discussed it with your supervisor.

Supervisor Date	Employee Date
Department Head Date <i>(If Different Than Supervisor)</i>	Human Resources Manager Date