



MANAGEMENT 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:

High Standards & Results Orientation
Effective performers establish and model standards that guarantee exceptional quality and necessary attention to detail. They focus on outcomes and accomplishments but continually seek to improve processes and services, and hold staff accountable for quality. They find best practices, share them, and then improve upon them. They are motivated by achievement and convey a sense of urgency to make things happen by persisting until the goal is reached.
<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 Management

Effective performers create and maintain functional work units. They understand the human dynamics of team formation and maintenance. They formulate team roles and actively recruit and select to build effective workgroups. They develop and communicate clear team goals and roles, and provide the level of guidance and management appropriate to the circumstances. They reward team behavior and foster a team atmosphere in the workplace.

- Distinguished Superior Fully Successful Partially Successful Unsuccessful Performance

Comments and Examples:

Organization & Planning

Effective performers have strong organizing and planning skills that allow them to be highly productive and efficient. They manage their time wisely, and effectively prioritize multiple competing tasks but remain adaptable. They embrace needed change and modify their behavior when appropriate to achieve organizational objectives. They understand and use change management techniques to help ensure smooth transitions.

- Distinguished Superior Fully Successful Partially Successful Unsuccessful Performance

Comments and Examples:

Talent Management

Effective performers keep a continual eye on the talent pool, monitoring skills and needs of all team members. They expand the skills of staff through training, coaching, and development activities related to current and future jobs. They evaluate and articulate present performance and future potential to create opportunities for better use of staff abilities. They identify developmental needs, and assist individuals in developing plans to improve themselves. They stay proficient in appropriate talent management processes, including best practices for prospecting, recruiting, selection, orientation, and succession management.

- Distinguished Superior Fully Successful Partially Successful 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 are responsible for the morale and attitudes of those who they are assigned to work with.
<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:

Relationship Building
Effective performers understand that a primary factor in success is about establishing and maintaining productive relationships. They like interacting with people and are good at it. They devote appropriate time and energy to establishing and maintaining networks both internal and external to the organization. They are able to utilize relationships to facilitate business transactions.
<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:

Strategic Thinking
Effective performers plan and make decisions within the framework of the County’s strategic direction. They know and understand the factors influencing strategy (e.g., core competence, customers, and the organizations’ current strengths and limitations.) They consider future impact when weighing decisions and focus on long-term success.
<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 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:

Financial Management
Effective performers have a solid understanding of the budget process and take care and pride in providing projections. They take responsibility for being efficient and effective with budgets. They think in terms of return on investment, seek alternative options at lower costs, and manage their budgets as if they were their own. Effective performers collaborate with county and other service providers to provide effective services. They keep their committees and the finance department aware of budget difficulties, line items transfers and changes to the costs of providing services.
<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 have a sense of 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 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: (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 <i>(If Different Than Supervisor)</i>	Date	Human Resources Manager	Date