



Performance Management Handbook

City of American Canyon



TABLE OF CONTENTS

Introduction	1
Background on performance management	
City Core competencies	
Performance management model	
Development of the Core Performance Management Process	
For more information	
Performance Planning	7
Definition and expectations	
Supervisor and employee roles	
Guidelines for performance planning meetings	
Sample agenda for planning meeting	
Ongoing Coaching	10
Definition and expectations	
Supervisor and employee roles	
Multiple Sources of Feedback	13
Definition and expectations	
Supervisor and employee roles	
Performance Review	15
Definition and expectations	
Supervisor and employee roles	
Guidelines for conducting a review	
Appendix	19
Performance Planning Worksheet	
Coaching Worksheet	
Self-Evaluation Form	

INTRODUCTION

Background on Performance Management

The impetus for an improved performance management system emerged from many issues, including:

- finalization of the City's Human Resources Policies and Practices Manual with a section (7.1) devoted to performance reviews,
- the need to provide accurate, reliable performance data for pay decisions, and
- perceptions of unfair and inconsistent management practices by employees.

In 2005, the City implemented a new performance appraisal software package designed to allow for ease and efficiency of the review process called Performance Impact by KnowledgePoint. The new system was to provide the City with better reporting and auditing of performance reviews and to provide supervisors and managers with a tool to write better and more effective reviews. Based on the outlined issues and the new software, the following underlying goals and principles were developed to guide the new performance management system:

Goals:

- Improve staff performance in meeting City and work goals and objectives
- Recognize exceptional performance, accomplishments, and contributions
- Support staff development and continuous learning
- Strengthen management accountability

Principles:

- Performance management is a shared commitment to high performance.
- Performance management balances autonomy and accountability at the individual and organizational levels.
- Effective performance and continuous learning should be encouraged and supported.

In addition to creating the underlying goals and principles for the performance management system, the City also seeks to ensure the alignment of key City values throughout all work assignments. To this end, core competencies for all staff and supervisors were developed and are part of the Performance Impact system. The core competencies have multiple uses. They are helpful during the interview and selection process because they identify specific behaviors that result in key outcomes, such as customer service. In addition, the competencies aid supervisors and employees in setting performance standards and goals, thus providing a foundation for feedback throughout the year. Finally, the competencies can be used as measures of performance during the annual review. The competencies, as developed by the management team, for all staff and supervisors, are:

City Core Performance Competencies

For all employees:

1. ***Job Knowledge***
 - Competent in required job skills and knowledge
 - Exhibits ability to learn and apply new skills
 - Keeps abreast of current developments
 - Requires minimal supervision
 - Displays understanding of how job relates to others
 - Uses resources effectively

2. ***Quality***
 - Demonstrates accuracy and thoroughness
 - Displays commitment to excellence
 - Looks for ways to improve and promote quality
 - Applies feedback to improve performance
 - Monitors own work to ensure quality

 3. ***Quantity***
 - Meets productivity standards
 - Completes work in timely manner
 - Strives to increase productivity
 - Works quickly
 - Achieves established goals

 4. ***Adaptability***
 - Adapts to changes in the work environment
 - Manages competing demands
 - Accepts criticism and feedback
 - Changes approach or method to best fit the situation

 5. ***Attendance & Punctuality***
 - Schedules time off in advance
 - Begins working on time
 - Keeps absences within guidelines (see Section 6.4 of HR Manual)
 - Ensures work responsibilities are covered when absent
 - Arrives at meetings and appointments on time

 6. ***Dependability***
 - Responds to requests for service and assistance
 - Follows instructions, responds to management direction
 - Takes responsibility for own actions
 - Commits to doing the best job possible
 - Keeps commitments
 - Meets attendance and punctuality guidelines

 7. ***Communications***
 - Expresses ideas and thoughts verbally
 - Expresses ideas and thoughts in written form
 - Exhibits good listening and comprehension
 - Keeps others adequately informed
 - Selects and uses appropriate communication methods

 8. ***Customer Service***
 - Displays courtesy and sensitivity
 - Manages difficult or emotional customer situations
 - Meets commitments
 - Responds promptly to customer needs
 - Solicits customer feedback to improve service
-

9. ***Teamwork***
 - Establishes and maintains effective relations
 - Exhibits tact and consideration
 - Displays positive outlook and pleasant manner
 - Offers assistance and support to co-workers
 - Contributes to building a positive team spirit
 - Works actively to resolve conflicts

10. ***Representing the City***
 - Complies with rules, regulations, and policies
 - Upholds spirit of the law
 - Displays honesty and integrity
 - Exhibits ethical behavior
 - Keeps self well-groomed and dresses appropriately for position

11. ***Initiative***
 - Volunteers readily
 - Undertakes self-development activities
 - Seeks increased responsibilities
 - Looks for and takes advantage of opportunities
 - Asks for help when needed

12. ***Leadership (for department heads, supervisors, managers only)***
 - Exhibits confidence in self and others
 - Inspires respect and trust
 - Reacts well under pressure
 - Shows courage to take action
 - Motivates others to perform well

Using goals and core competencies, a model of performance management as an ongoing process includes four components:

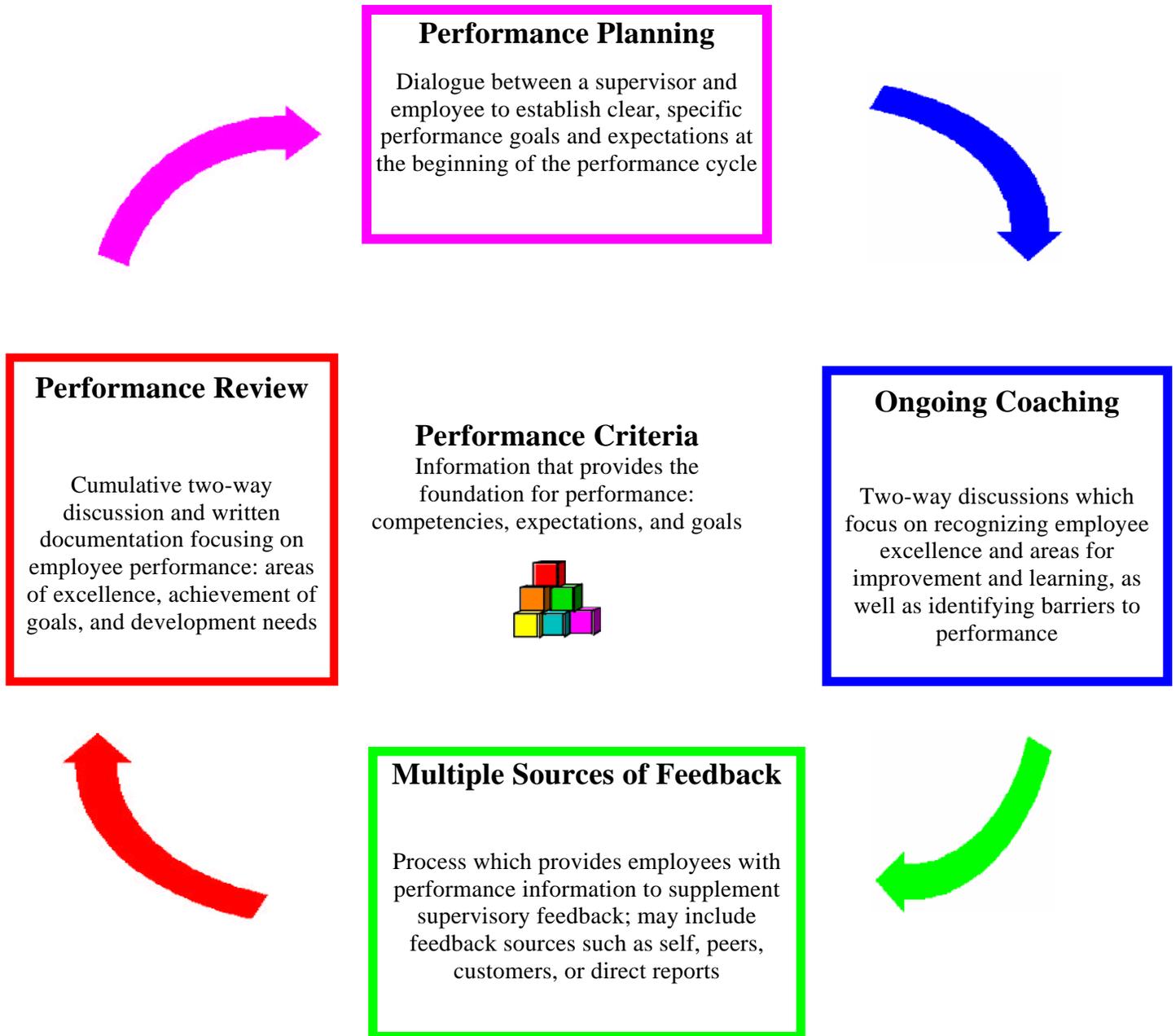
1. **Performance Planning**: A dialogue between a supervisor and employee to establish clear, specific performance goals and expectations at the beginning of the performance cycle.
2. **Coaching**: Two-way discussions which focus on recognizing employee excellence and areas for improvement and learning, as well as identifying barriers to performance.
3. **Multiple Sources of Feedback**: A process which provides employees with performance information to supplement supervisory feedback; may include feedback sources such as self, peers, constituents, or direct reports.
4. **Performance Review**: A summative two-way discussion and written documentation focusing on employee performance: areas of excellence, achievement of goals, and development needs.

The Performance Management Model is included on the following page.

Performance Management Model

City Mission, Goals, & Values

Context for performance management so that individual performance is aligned with the organization's mission, goals, and values



Development of the Performance Management Process

The City's approach to performance management includes the goals, expectations, and core competencies presented in the preceding pages. In addition, it encompasses the Performance Management Model outlined on the previous page. There are "minimum expectations" that have been set for all City departments and work units though the approach could be customized to include a higher level of expectations. The minimum expectations are outlined below for each of the four performance management components.

Component	Goal	Minimum Expectation
Performance Planning	Discuss the core competencies and how they relate to the employee's job; establish performance goals for the next year.	Planning discussion between supervisor and employee; at least 3 goals have been developed for the next review period.
Coaching	Encourage ongoing two-way communication during the performance cycle	As-needed feedback shared between supervisor and employee; log events and goal progress notes are entered into the employee's Performance Impact record on a monthly basis.
Multiple Sources of Feedback	Provide for at least one additional source of feedback	Employee completes a self-evaluation prior at least 2 weeks prior to the performance review due date (see Employee Self-Evaluation form in Appendix)
Performance Review	Evaluate performance based on the performance planning discussion and achievement of goals	Finalize and get approvals for the written evaluation form in Performance Impact at least two days before the due date.

For More Information

Handbook

This handbook was designed to assist City supervisors and managers in conducting the most effective and timely performance reviews. It includes definitions of terms, outlines of supervisor and employee responsibilities, guidelines for discussions, worksheets and forms appropriate for each of the components of the Performance Management Process. Materials in this handbook may be reproduced for use or electronic copies may be obtained from Human Resources. This handbook is not intended to be used as a policy manual. The information contained in this notebook is subject to change over time as the City revises its policies and practices and without prior notice to or consent by employees unless the matter is a required meet and confer issue. Should you have any questions about the Performance Management process contained in this handbook, or other relevant policies or processes, call the Human Resources Department at 647-4361.

Consultation and Training

The Human Resources Department is available to consult with work units and supervisors on their specific needs and the use of this handbook. In addition, Human Resources can provide overview training on the Performance Management Process and the Performance Impact software as well as in-depth training on specific topics related to performance management.

Supervisory topics include, but are not limited to:

- conducting effective performance reviews
- analyzing performance problems
- motivating employees
- planning performance
- corrective action options
- coaching employees

Staff topics include, but are not limited to:

- participating in performance review
- getting the most out of coaching
- analyzing work processes
- motivating self

Performance Planning

Dialogue between a supervisor and employee to establish clear, specific performance goals and expectations at the beginning of the performance cycle

Definition and Expectations

Performance Planning is the first step in the Performance Management process. It is a dialogue between a supervisor and an employee to:

- outline the major tasks assigned to the position,
- establish and agree upon performance goals and expectations,
- clarify what the employee will be evaluated on, and
- set the stage for ongoing feedback and coaching throughout the year.

In the Performance Management Process, it is expected that the supervisor and employee will engage in a performance planning discussion at least once annually; ideally, performance planning should occur at any point in which performance goals and expectations change. For new employees, this discussion must occur within the employee's first week on the job. New employees should be included in such a discussion during their first week of work. It is important that the supervisor document the agreed-upon goals and expectations in the Performance Impact program and make a copy for the employee. The Performance Planning Worksheet, located in the Appendix of this handbook, is provided as the documentation tool for this activity.

Supervisor Role

- Have a thorough understanding of the work involved – the critical functions and key tasks
- Review the job description to ensure that information is accurate and up to date
- Know what constitutes “successful performance” in the core competencies and effectively communicate these expectations
- Identify priority areas, if appropriate, among the core and job-specific competencies that will be emphasized in the evaluation
- Communicate how the results of the employee's work contribute to the work unit's goals
- Ask the employee what additional information, resources, tools, training, or supervisory support is needed for them to be successful on the job

Employee Role

- Have a thorough understanding of the work involved – the critical functions, key tasks
- Review the job description to ensure that information is accurate and up to date
- Understand what constitutes “successful performance” of the core competencies
- Understand how the results of this position contribute to the work unit's goals
- Communicate what information, resources, tools, training, and supervision is needed
- Ask questions to clarify information

Guidelines for Performance Planning Meetings

Performance planning establishes goals and expectations for performance and is the foundation upon which the rest of performance management lies. The performance planning process may vary, depending on the length of the time the employee and supervisor have worked together, the degree of experience of both individuals, the quality of past performance, etc. Below is a sample agenda that includes several important issues to address during a performance planning session.

Sample Agenda for a Planning Meeting

Introduction

The introduction sets the tone of the discussion and presents the focus of performance planning:

- overview the major tasks assigned to the position,
- establish and agree upon performance expectations,
- clarify what the employee will be evaluated on, and
- set the stage for ongoing feedback and coaching throughout the year.

Review Position Description

The performance planning meeting is a good opportunity to review the position description and determine if it is still accurate. Reviewing the position description:

- clarifies duties and responsibilities that are unclear to the employee;
- helps the supervisor know what the employee does on a daily basis; and
- highlights areas of the job that need special attention.

Discuss Competencies

The supervisor and employee should discuss each of the core competencies (including the leadership competency, if the employee is a manager or supervisor).

Establish Goals and Expectations

Supervisor and employee should work together to determine the goals and expectations (measures) for the next review period. Goals and expectations should be at the behavioral level. Goals should be:

- *Specific*, rather than general.
- *Achievable* within the review period.
- *Measurable* - either in quantity, quality, or results.
- Within the employee's *ability* and *authority*.
- *Related* to the employee's job and to the City's business.

Try to write goals in a positive manner (such as *Improve...* or *Increase...*) rather than negative (*Do not...* or *Stop...*). Now test the goal against the following - be sure that it does *not* describe:

- Responsibilities which are beyond the employee's authority.
- Outcomes which cannot be observed or measured until after the review period.
- Tasks which are impossible for an employee to achieve because of a lack of skills, knowledge, resources, or tools.

Examples of Well-Written Goals

⇒ **Not specific enough:**

Poor *Improve accuracy of work.*

Better *Improve the accuracy of claims processed by reducing average number of errors from 10% to 7% by the end of this review period.*

⇒ **Not achievable within the review period:**

Poor *During this review period, complete at least half the programming needed for the new XYZ system that will be released next year. (Note: The phrase *at least half* is not measurable since you can't determine exactly what the total consists of until after the review period. It is important when setting goals that might extend beyond the review period to *only* set the portion of the goal that can be completed and measured *within* the review period.)*

Better *Complete programming on modules A, B, and D of the new XYZ system by 8/31/96. (Note: Even better would be to separate each module into a separate goal - assuming that they can be separated - and give each a separate due date.)*

⇒ **Not measurable enough:**

Poor *Increase inspections significantly.*

Better *Increase the number of single family residence inspections from 20 per week to 35 per week by the end of the calendar year.*

⇒ **Not within the employee's ability or authority:**

Poor *Reduce accidents in the field by 5%. (Note: This might be a satisfactory goal for a person with overall field responsibilities; however, in this case the goal was assigned to each of the maintenance workers.)*

Poor *Complete year-end processing no later than 1/31 of the following year.*

Better *By 1/15, distribute W2s to all employees and by 1/31 file W2 reports with all federal and state government agencies.*

⇒ **Not related to the employee's job or to the business:**

Poor *Learn how to do the same work Mary performs.*

Better *As part of the department's cross-training efforts, each employee is being assigned as an official back-up to another employee. This requires learning enough of the employee's work that you can cover 75% of day-to-day responsibilities for a one week period, if needed. You are assigned as official back-up to Mary.*

⇒ **Not a goal but part of the employee's normal job duties:**

Poor *Write news releases.*

Better *Write news releases for the five new programs being developed this year that are in manager's hands no later than two weeks before program release dates.*

Discuss Preferences for Feedback and Coaching Throughout the Year

Performance planning presents an opportunity for the supervisor and employee to discuss how they will communicate about performance:

- The supervisor and employee can discuss how the employee likes to be recognized for good performance and they prefer to receive feedback when there is a performance problem.
- Supervisors and employees can also discuss how the supervisor prefers to receive feedback from the employee.

Discuss Needed Training and Development Necessary to Attain the Performance Standards

Identify what knowledge and skills the employee will need to learn or improve to meet performance standards.

Closing

Check in with each other about how the process went. Review any next steps that have been agreed upon (e.g., making sure employee and supervisor both have a copy of what has been agreed upon).

Ongoing Coaching

Two-way discussions which focus on recognizing employee excellence and areas for improvement and learning, as well as identifying barriers to performance.

Definition and Expectations

Coaching is an ongoing process of communication between the supervisor and the employee focused on improving current performance and building capabilities for the future. It involves informal conversation or notes, as well as more formal coaching meetings and written documentation. Coaching includes a variety of activities, such as:

- observing performance
- correcting poor performance
- providing instruction
- recognizing excellent performance
- directing employee's efforts
- listening to employee concerns and ideas
- providing encouragement
- removing barriers to performance

In the Performance Management Process, it is expected that coaching will occur on an as-needed basis throughout the year and may be initiated by either the supervisor or the employee. Supervisors and employees are encouraged to document these discussions as appropriate. The Coaching Worksheet in the Appendix provides a form for recording coaching notes. Indication of the coaching session should also be noted in Performance Impact.

Supervisor Role

- Provide ongoing performance feedback to employees to recognize excellent performance
- Provide feedback to correct performance that does not meet established expectations
- Solicit ideas and suggestions from the employee for improving work processes
- Work with the employee to identify barriers to success and strategies for removing or minimizing the barriers
- Discuss employee's learning and professional development needs
- Solicit employee feedback on supervisory coaching effectiveness

Below are general guidelines for a supervisor to keep in mind when coaching an employee:

- **Do** allow time for coaching. Even on an informal basis, it takes time to do it well.
- **Do** ask how you can be of help to your employee.
- **Do** ask the employee what prevents him/her from performing, if the coaching is about not meeting expectations.
- **Do** ask your employee for solutions to the problem.
- **Do** describe the employee's performance as specifically as possible. Describe what impact it has on others or the unit.

- **Do** be empathetic when giving feedback.
- **Do** write down what you and your employee each agree to do.
- **Do** talk about follow up. Will you meet again to discuss the issue? When?
- **Don't** be distracted by interruptions.
- **Don't** assume your employee knows what you are thinking; **don't** beat around the bush.
- **Don't** assume the performance problem is because the employee has a bad attitude.
- **Don't** end on a threatening or negative note. Re-state your support for your employee and your willingness to help them succeed.

Questions for Supervisors:

1. What have I observed about this staff member that I can compliment?
2. In what ways does this person like to be recognized for excellent performance?
3. How could this staff member improve his/her performance? What is the difference between “actual” and “desired” performance?
4. Do I know what this employee is working on? And the project status?
5. How well is this employee doing in meeting his/her goals? What can be done to facilitate goal progress?
6. Have I checked to see if there are any barriers this staff member might be experiencing in performing his/her job duties, such as:
 - getting needed information?
 - having appropriate equipment?
 - having adequate supplies?
 - working under a reasonable deadline?
 - having well-defined priorities?
 - receiving needed feedback on performance?
 - having a reasonable workload?
7. Have I provided or made available the training this staff member needs to do the job?
8. Have I asked this staff member how I can help him/her succeed?
9. Do I know what this employee’s career goals are?
10. What have I done to develop myself as a coach?
11. Have I asked this employee for feedback about how I am doing as his/her coach?

Corrective Action:

In some situations, coaching may not result in improved performance. When that occurs, supervisors may need to use informal and/or formal corrective action procedures to address performance issues. Supervisors have responsibility for understanding and implementing appropriate corrective action, as described in the Human Resources Policies and Practices Manual, Section 8.

Employee Role

Staff members are encouraged to be active participants in their own coaching by:

- Asking their supervisors for coaching when they need it,
- Listening and responding to feedback from coaches, and
- Providing feedback to their coaches about what they need.

Questions for Employees:

1. Am I clear on what’s expected of me?

2. In what areas do I believe that I am exceeding expectations? How do I want to share this with my supervisor? Are there examples of my successes that I want to share?
3. In what areas do I believe I am meeting expectations? Is there anything I need in order to do better in these areas, e.g. equipment, resources, training, etc.?
4. In what areas do I believe my performance is below expectations? Why am I not meeting expectations? What do I need to improve my performance?
5. Do I know the extent to which my supervisor is satisfied with my job performance?
6. How can I share with my supervisor what I am working on? Project updates?
7. How well am I meeting my goals? What help do I need to assure my goals are met?
8. Is there information I need to share with my supervisor about barriers to my job performance, such as:
 - inadequate information?
 - unclear directions?
 - inadequate supplies or equipment?
 - lack of skill or knowledge?
 - difficulty in meeting deadlines?
 - workload?
9. Is there training that would help me improve my performance?
10. Are there additional tasks or responsibilities that I would like to learn?
11. Do I have suggestions to improve the way my work is done? (e.g., better procedures, updated forms, etc.)
12. Is there anything I need from my supervisor to do a better job?
13. What feedback do I want to give my supervisor about his/her coaching?
14. Are there concerns that I have that I should share with my supervisor?

Multiple Sources of Feedback

Process which provides employees with performance information to supplement supervisory feedback; may include feedback sources such as self, peers, customers or direct reports

Definition and Expectations

Getting feedback from multiple sources helps staff know when they are doing something really well, and when it would be helpful to do something a little differently. "Multiple sources" could include one or more of the following:

- *Self evaluation*
- *Upward feedback (people who report to you)*
- *Peer feedback (people with whom you work)*
- *Customer feedback (people you serve both in and outside the unit)*

At the City it is expected that every staff person will receive feedback from at least one other source of feedback in addition to their supervisor. At minimum, the employee is to complete a self-evaluation at least two weeks prior to their annual written performance review; ideally self-evaluations should be completed whenever the staff person and supervisor feel it would be beneficial (see Self-Evaluation form in Appendix). In addition, the use of other feedback sources is strongly encouraged. If you would like to exceed the minimum requirements by obtaining more sources of feedback, Human Resources can assist you with examples.

Self-evaluation can be very helpful to employees, by encouraging them to reflect on their skills, areas of growth, and how their work contributes to the larger organization. Self-evaluation helps the employee prepare to actively engage in the performance review, and demonstrates that improving performance is a shared responsibility. Self-evaluations that are shared with the supervisor prior to the performance review provide valuable data as input into that process. The evaluations provide an opportunity to discuss and coach where perceptions differ.

Supervisor Role

- Give the employee a copy of the self evaluation form and ensure that it completed at least a couple of days before the review is to be given; compare it to the performance review form and discuss any differences and similarities.
- Emphasize the importance of self evaluation as a method for both supervisor and employee to learn
- Prepare the employee for self evaluation by discussing it briefly in the performance planning discussion
- Allow a reasonable amount of time (at least two weeks) for the employee to complete the self evaluation form prior to the annual performance review
- Read and reflect on the self evaluation the employee submits before the performance review; develop questions and comments in response
- Schedule time to discuss the self evaluation with the employee either prior to or during the performance review

Employee Role

- Take adequate time to complete the self evaluation form in a thoughtful way, including comments as well as ratings of your performance
- Use the self evaluation to create information to share with and questions to ask your supervisor during the discussion
- Make a copy of the self-evaluation and give it to your supervisor well ahead of your scheduled performance review

Performance Review

Cumulative two-way discussion and written documentation focusing on employee performance: areas of excellence, goals for improvement, and development needs

Definition and Expectations

The actual performance review discussion is an extremely important component of the performance management process. It is the culminating conversation between the supervisor and staff member regarding:

- where performance exceeded, met, or fell below expectations,
- the learning and development needed and received,
- goals that were set and achieved by the staff member, and
- feedback from others affected by the staff member's performance.
- future goals.

Information from the performance review is critical not just for performance improvement, but for other human resource decisions, including step increases and appropriate job assignments. In the Performance Management Process, it is a requirement that every staff member will receive, at minimum, an annual review on their anniversary date that will be discussed, documented, and submitted to Human Resources for the employee's personnel file.

Supervisor Role

Before the performance review:

- Share your review with your supervisor and/or department head for input and support.
- Schedule ample time and a private place for the review discussion.
- Notify the employee in advance.
- Arrange for work coverage for your staff member; reviews should be conducted during regular business hours, *not* during break, lunch, or after the workday is over.
- Review the employee's job description and the expectations that were set during the last performance planning discussion.
- Review the employee's completed self-evaluation.
- Review the documentation you have collected throughout the year both in the employee's file and in KnowledgePoint's Performance Impact through goal progress notes and log events.
- Plan for two-way communication during the review meeting; think of questions that you can use to help your employee "open up."
- Remind the employee to bring appropriate materials (self-evaluation, copies of letters, etc.)

During the performance review:

- Offer the employee an opportunity to share his/her self-evaluation.
- Provide specific feedback on the employee's performance, including priority areas targeted during Performance Planning. Include performance examples that exceeded, met, or fell below standards and expectations.
- Discuss learning, development, and support resources for the employee.
- Set targets for improvement.
- Set learning and development goals (optional).

- Answer employee questions with regard to the performance review.
- Sign the performance review and obtain the employee's signature.

After the performance review:

- Attach a copy of the employee's self-evaluation to the review document.
- Make a copy of the review for the employee and yourself.
- Submit the original to your department for signature(s) and submission to Human Resources.

Employee Role

Before the performance review:

- Confirm the meeting with your supervisor.
- Gather any documentation regarding your performance that you have collected throughout the year (letters, notes, awards, recognition, etc.)
- Complete your self evaluation; make a copy and give it to your supervisor in advance of the meeting.
- Review your job description and expectations that were set during the performance planning discussion.
- Write down questions that you want to ask your supervisor.
- Be prepared to talk about your performance--what you do well, how you could improve, what you would like to learn.

During the performance review:

- Listen to feedback from the supervisor and ask questions to clarify information.
- Share information from the self evaluation.
- Offer suggestions and ideas for improving performance, if needed.
- Identify areas for learning and development.
- Assess where supervisory support or improved resources could be of value.
- Identify obstacles to performance and suggest solutions.
- Sign the performance review form, attaching comments if desired.

After the performance review:

- Keep a copy of the performance review for future reference.
- Use the information gained in the performance review to build on strengths and improve areas for growth.

Guidelines for Conducting a Successful Performance Review

1. Make it "priority time."
 - Create an agenda for the meeting
 - Minimize interruptions
2. Set a tone of collaboration.
 - Start the discussion on a positive note
 - Encourage your employee's participation
3. Be clear about your purpose.
 - Reinforce that the discussion will address strengths and areas for improvement

4. Review performance expectations.
 - Discuss the job description, position objectives, goals, and critical job tasks
 - Be clear about performance standards within your work unit
5. Discuss performance that is below, meets, and/or exceeds expectations.
 - Use language that is clear and specific; use examples
 - Describe performance, not personality
 - Focus on positives and strengths, along with areas of improvement
6. Ask your employee what he/she thinks.
 - Allow your employee to speak freely before responding to his/her comments
 - Actively listen to your employee
 - Clarify your employee's concerns, then address them
7. Set goals to:
 - Improve performance in targeted areas
 - Build on strengths
 - Develop the employee's knowledge, skills, and abilities
 - Align the employee's work with the needs of the work unit
8. Agree to follow up.
 - Schedule at least one interim check-in on performance during the year
 - Ask how your employee prefers to receive feedback (written, verbal)
 - Discuss how your employee likes to be recognized for good work
9. Close with encouragement.
 - Offer your help and support
 - End on a positive note by summarizing employee strengths and contributions

Pitfalls to Avoid in Performance Review

Halo error – Appraiser giving favorable ratings to all job duties based on impressive performance in just one job function.

Horns error – (Opposite of halo error) Downgrading an employee across all performance dimensions exclusively because of poor performance on one dimension.

First impression error – Developing a negative or positive opinion of an employee early in the review period and allowing that to negatively or positively influence all later perceptions of performance.

Recency error – (The opposite of first impression error) Allowing performance, either good or bad, at the end of the review period to play too large a role in determining an employee's ratings for the entire period. This is one reason that it is important to keep up-to-date on progress notes and event logs in the Performance Impact software.

Leniency error – Consistently rating someone higher than is deserved. This tends to be the most typical pitfall. It should be very rare to see an employee who "Exceeds Expectations" on all of their goals and the core competencies.

Severity error – (Opposite of leniency error) Rating someone consistently lower than is deserved.

Central tendency error – Avoiding extremes in ratings across employees.

Clone error – Giving better ratings to individuals who are like the rater in behavior and/or personality.

Spillover error – Continuing to downgrade an employee for performance errors in prior rating periods.

To avoid these errors:

- Keep documentation (in Performance Impact, notes, e-mail, etc.) throughout the year, both on accomplishments and needs for improvement.
- Ask your employee to keep documentation also.
- Allow enough time before the review meeting to think and reflect on the events of the past year.
- Ask others familiar with the person's work to add input (making sure your employee knows about this beforehand).
- Ask the employee to review his/her own performance as additional input to the discussion.

APPENDIX

The following forms are provided in this Appendix for your use. Contact Human Resources for electronic copies if you prefer. The forms encompass the City's core competencies and reflect the philosophy of performance management.

- Performance Planning Worksheet
- Coaching Worksheet
- Self-Evaluation Form

Performance Planning Worksheet

Employee: _____

Date: _____

Job Title: _____

Step 1: Determine Critical Job Functions

What is provided through this job? (administrative support, technical assistance, customer service, supervision, maintenance services, project management, etc.) List all major functions.

Who are this position's main customers?

Step 2: Identify Key Tasks and Standards of Performance

List the most important tasks of this job (see job description for samples). Attach additional sheets, if needed. For each task, determine standard(s) of performance based on at least one of the following criteria:

- **Quality** How well the task must be done
- **Quantity** How much needs to be done
- **Timeliness** How fast or by what deadline the task needs to be
- **Constraints** Under what constraints the task must be done

Example:

Task: Resolves complaints from a member of the community

Standard(s) associated with this task:

Quality: Uses good customer service techniques

Timeliness: Resolves complaints within 24 hours

<u>Task:</u>	
Standard(s) associated with this task (either “Quality”, “Quantity”, “Timeliness”, or “Constraints”)	

<u>Task:</u>	
Standard(s) associated with this task (either “Quality”, “Quantity”, “Timeliness”, or “Constraints”)	

<u>Task:</u>	
Standard(s) associated with this task (either “Quality”, “Quantity”, “Timeliness”, or “Constraints”)	

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Standard(s) associated with this task (either “Quality”, “Quantity”, “Timeliness”, or “Constraints”)	

<u>Task:</u>	
Standard(s) associated with this task (either “Quality”, “Quantity”, “Timeliness”, or “Constraints”)	

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Standard(s) associated with this task (either “Quality”, “Quantity”, “Timeliness”, or “Constraints”)	

(Attach more pages if necessary)

Step 3: Identify Goals for Next Rating Period and Expectations/Measures

List at least three goals for this position to be completed for the next rating period. While the supervisor will develop some draft goals to get the discussion moving, the supervisor and employee should work together to determine the goals and expectations (measures) for the next review period. Goals and expectations should be at the behavioral level. Goals should be:

- *Specific*, rather than general.
- *Achievable* within the review period.
- *Measurable* - either in quantity, quality, or results.
- Within the employee's *ability* and *authority*.
- *Related* to the employee's job and to the business.

Goal 1

Goal Title:	
Goal Description and Weighting:	
Goal Measurement (either in quantity, quality, or results):	

Goal 2

Goal Title:	
Goal Description:	
Goal Measurement (either in quantity, quality, or results):	

Goal 3

Goal Title:	
Goal Description and Weighting:	
Goal Measurement (either in quantity, quality, or results):	

Goal 4

Goal Title:	
Goal Description and Weighting:	
Goal Measurement (either in quantity, quality, or results):	

Goal 5

Goal Title:	
Goal Description and Weighting:	
Goal Measurement (either in quantity, quality, or results):	

Goal 6

Goal Title:	
Goal Description and Weighting:	
Goal Measurement (either in quantity, quality, or results):	

Once the goals are developed and agreed upon, they are to be entered in the Performance Impact software for tracking purposes and to enter progress notes throughout the next rating period.

Coaching Worksheet

Use this worksheet to prepare for and make notes of your coaching discussion

Employee name _____

Supervisor name _____ Meeting date _____

Performance Areas Meeting and Exceeding Expectations
Performance Areas Identified for Improvement
Additional Discussion Items (e.g., project updates, progress on priorities, training and professional development, employee's concerns)
Next Steps in Employee Development (for both the supervisor and employee)

City of American Canyon

Employee Self Evaluation Form

Employee Information

Employee Name:

Job Title:

Department:

Date:

Supervisor:

Review Period: **From:** **to:**

Competencies

Comment on your performance on each of the core competencies (review criteria for each of the competencies that were previously provided to you):

Knowledge:

Quality:

Quantity:

Adaptability:

Attendance & Punctuality:

Dependability:

Communications:

Customer Service:

Teamwork:

Representing the City:

Initiative:

Leadership (for dept. heads, supvrs., mgrs. only):

Goals

Which goals did you accomplish? How well?

Which goals did you not accomplish and why not?

What goals are important for you to achieve during the next rating period? Please be clear and concise.

Which other objectives did you meet, beyond your stated goals?

Which achievements/accomplishments are you most proud of?

Job Satisfaction, Training, and Development

What part(s) of your job do you find satisfying?

What part(s) of your job would you like to change?

What areas of training and/or career development do you want/need?

What can your manager/supervisor do to help you achieve your future goals and meet expectations?

Comments

Additional Comments: