

SAMPLE EMPLOYEE EVALAUTION FORMS

- City of Gresham
- City of Newberg

CITY OF GRESHAM

**CITY OF GRESHAM
EMPLOYEE PROGRESS REPORT
Supervisory/Professional (MSC)**

SECTION 1:

Name: _____ Employment Date: _____

Department: _____ Division/Section: _____

Classification: _____

Date of Review: _____ Length of Time on
Current Job (Y/M): _____

Date of Last
Review: _____ Anniversary Date: _____

Type of Review (Probationary / Annual / Other): _____

Rating Period From _____ Through _____

Supervisor' Name/Title: _____

SECTION II:

Main Purpose of Position (To be completed by supervisor):

As part of this progress review, the employee has been directed to the HRD-Class Specs folder in Outlook Public Folders and/or the HR Intranet site for a current, accurate job description/class specification for this position.

Rating Official's Initials

SECTION III: PERFORMANCE MEASUREMENT CRITERIA

The rating official is to measure the employee’s performance based on the following criteria. It is recommended, but not required, that all categories be used for each employee. If the supervisor finds that one of the performance criteria does not apply to a particular employee/class, the supervisor should enter N/A in the rating column. Definitions and examples of performance levels may be found in the Employee Progress Report User's Manual.

CRITERIA	COMMENTS	RATING
Individual Characteristics Continued Improvement Creativity Decisiveness Initiative Professionalism		___ Meets Expectations ___ Exceeds Expectations ___ Does Not Meet ___ N/A=Not Applicable
Accomplishment of Job Duties & Responsibilities Effectiveness Efficiency Project Management Quality		(insert rating)
Leadership &/or Supervision Motivating Performance Management Safety Supervision		(insert rating)
Work Relationships- Internal & External External Internal Oral Communication Team work Written Communication		(insert rating)
Job Knowledge & Expertise Process Technical		(insert rating)
Management of Resources Adaptability Delegation Organization Planning Problem Solving		(insert rating)
Administration		(insert rating)
Optional		(insert rating)
Optional		(insert rating)

SECTION IV: GOALS & OBJECTIVES

Evaluation of Previously Established Goals & Objectives: The rating official provides examples of work effort reflecting the employee’s performance on the Goals & Objectives previously established for the rating period currently being evaluated and assigns a rating reflecting the degree to which the employee met the desired outcome. **Rating Period / Yr:** _____

COG Strategic Goal: (If applicable)	
Core Business Function or Strategic Plan Objectives:	
Individual Objective:	
Desired Outcome:	
Examples of Work Effort:	
Rating:	<i>Choose One:</i> Met Expectations, Exceeded Expectations, Did Not Meet Expectations, Not Applicable
COG Strategic Goal: (If applicable)	
Core Business Function or Strategic Plan Objectives:	
Individual Objective:	
Desired Outcome:	
Examples of Work Effort:	
Rating:	<i>Choose One:</i> Met Expectations, Exceeded Expectations, Did Not Meet Expectations, Not Applicable
COG Strategic Goal: (If applicable)	
Core Business Function or Strategic Plan Objectives:	
Individual Objective:	
Desired Outcome:	
Examples of Work Effort:	
Rating:	<i>Choose One:</i> Met Expectations, Exceeded Expectations, Did Not Meet Expectations, Not Applicable
COG Strategic Goal: (If applicable)	
Core Business Function or Strategic Plan Objectives:	
Individual Objective:	

Desired Outcome:	
Examples of Work Effort:	
Rating:	<i>Choose One:</i> Met Expectations, Exceeded Expectations, Did Not Meet Expectations, Not Applicable
COG Strategic Goal: (If applicable)	
Core Business Function or Strategic Plan Objectives:	
Individual Objective:	
Desired Outcome:	
Examples of Work Effort:	
Rating:	<i>Choose One:</i> Met Expectations, Exceeded Expectations, Did Not Meet Expectations, Not Applicable

Establishment of Goals & Objectives for Upcoming Rating Period

The rating official and employee are to mutually agree on up to five work objectives to be accomplished over the course of the rating period by the employee. These objectives are to be linked to Community goals, the department's core business functions or the department's efforts in carrying out the City's Strategic Plan. Identify a Core Business Function when the employee's objectives are not easily linked to a COG Strategic Goal. **Rating Period/Yr:** _____

COG Strategic Goal: (If applicable)	
Core Business Function or Strategic Plan Objectives:	
Individual Objective:	
Desired Outcome:	
Examples of Work Effort: (optional)	
COG Strategic Goal: (If applicable)	
Core Business Function or Strategic Plan Objectives:	
Individual Objective:	
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Examples of Work Effort: (optional)	
COG Strategic Goal: (If applicable)	
Core Business Function or Strategic Plan Objectives:	
Individual Objective:	
Desired Outcome:	
Examples of Work Effort: (optional)	

SECTION V: PERSONAL DEVELOPMENT PLAN

Identify development goals for employee and how they will be achieved. (This will include both the employee's personal work related interests, as well as observable development needs of the employee that would improve work performance).

SECTION VI: OVERALL PERFORMANCE MANAGEMENT RATING

The following is an overall performance rating for the employee, recommended action by the supervisor, and sign-off by all. The employee's signature does not necessarily mean that the employee agrees with the rating, just that the evaluation process has taken place.

Overall Rating (check one):

- _____ Exceeds Expectations in All Categories
- _____ Exceeds Expectations in a Majority of Categories
- _____ Meets Expectations in All Categories (may exceed in some.)
- _____ Does Not Meet Expectations in One or More Categories.
- _____ Does Not Meet Expectations in a Majority of Categories.

Employee Comments:

Additional Supervisor/Manager Comments: (optional)

Recommended Action by Supervisor:

I recommend a merit/step increase (if applicable): _____ Yes _____ No

Regular Status (Probationary Only): _____ Yes _____ No

Requested Action by Employee:

I would like to discuss this review with someone other than my rating supervisor. _____ Yes _____ No

I would like to discuss this review with someone in HRD. _____ Yes _____ No

Employee Signature (See page 13 in EPR Manual)

Date

Rating Official / Supervisor's Signature

Date

Reviewing Official's Signature

Date

SECTION VII: OPPORTUNITY FOR EMPLOYEE COMMENT/MANAGEMENT RESPONSE

This is an opportunity for individual employee input and comment. All constructive comments require a management response.

Employee Input (optional)

In order to improve customer service and overall departmental/city-wide cost efficiency and effectiveness, I recommend the following:

Management Response (required):

Department Director's Initials

Date

HR Reviewer's Initials

Date

**CITY OF GRESHAM
EMPLOYEE PROGRESS REPORT
Supervisory/Professional (General Unit)**

Instructions: You can use the “tab” key to move through section I, III & IV. Use your mouse to click on any other section.

SECTION I

Name: _____ Employment Date: _____
Department: _____ Division/Section: _____
Classification: _____
Date of Review: _____ Length of Time on Current Job (Y/M): _____
Date of Last Review: _____ Anniversary Date: _____
Type of Review (Probationary / Annual / Other): _____
Rating Period From _____ Through _____
Supervisor' Name/Title: _____

SECTION II

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CRITERIA	COMMENTS	RATING
Individual Characteristics Continued Improvement Creativity, Decisiveness, Initiative, Professionalism		___ Meets Expectations ___ Exceeds Expectations ___ Does Not Meet ___ N/A=Not Applicable
Accomplishment of Job Duties & Responsibilities Effectiveness Efficiency Project Management Quality		(insert rating)
Leadership &/or Supervision Motivating Performance Management Safety Supervision		(insert rating)
Work Relationships - Internal & External External, Internal Oral Communication Teamwork Written Communication		(insert rating)
Job Knowledge & Expertise Process Technical		(insert rating)
Management of Resources Adaptability, Delegation, Organization, Planning, Problem Solving		(insert rating)
Optional		
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Employee Comments:

Additional Supervisor/Manager Comments (optional):

Recommended Action by Supervisor:

- I recommend a merit/step increase (if applicable): Yes No
- Regular Status (Probationary Only): Yes No

Requested Action by Employee:

- I would like to discuss this review with someone other than my rating supervisor. Yes No

- I would like to discuss this review with someone in HRD. Yes No

CITY OF NEWBERG

City of Newberg

Employee Performance Review

EMPLOYEE NAME: _____

I. OBJECTIVES:

1. Qualitatively measure the employee's performance.
2. Assist the employee by providing direction and identifying the department expectations.
3. Reinforce positive aspects of the employee's performance and identify areas needing improvement.

II. EVALUATION PROCESS:

1. Employee completes evaluation forms including comments, if desired, and returns form to evaluator.
2. Evaluator completes evaluation form including comments, if desired.
3. Evaluator meets with employee to discuss evaluation. The original is placed in the employee's personnel file and one copy is made for the employee.
4. A follow-up meeting is scheduled within ninety (90) days to review employee progress when an overall evaluation rating is unsatisfactory.

City of Newberg

Employee Performance Review

Name:	Evaluator:
Evaluation Period From:	To:
Position:	Salary Range\Step:
Reason for Appraisal: Completion of probationary period _____ Scheduled Performance Review _____ Special Review _____	

O = Employee's Ratings\Comments

X = Evaluator's Ratings\Comments

Performance Factors	Below Standards	Meets Standards	Exceeds Standards	Comments (Achievements or Concerns)
<u>A. Job Knowledge:</u> Present knowledge of the techniques, skills, equipment, procedures, and/or materials to do all phases of the job.				
<u>B. Project Accomplishment:</u> Employee makes systematic progress toward completion of all assigned projects. The employee's superiors are able to get timely and accurate responses about a project's status.				
<u>C. Planning, Organizing, and Execution:</u> Employee plans, organizes, and executes all approved departmental policies, programs, and day to day responsibilities in an effective and efficient manner.				
<u>D. Judgment and Common Sense:</u> Degree to which the employee shows good logical decisions considering his/her own and related work; thinks before acting and making decisions.				
<u>E. Willingness to Learn New Tasks, Procedures:</u> Speed with which the employee masters new tasks and methods and grasps explanations; retains knowledge.				

Performance Factors	Below Standards	Meets Standards	Exceeds Standards	Comments (Achievements or Concerns)
<u>F. Innovation\Ability to Originate or Develop Ideas:</u> Degree to which employee is a self-starter; makes constructive suggestions, completes own assignments.				
<u>G. Interpersonal Skills:</u> Tactfulness, helpfulness and courtesy to the public and/or co-workers; ability to handle tough situations.				
<u>H. Effectiveness on Teams:</u> Participates on teams; effective planning for team activities; quality of team product.				
<u>I. Dependability:</u> Amount of direct supervision required to get the job done and meet deadlines; willingness to accept direction.				
<u>J. Policy Compliance:</u> Degree to which employee accepts and follows City and departmental policies. (e.g. purchasing procedures, affirmative action, etc.)				
<u>K. Work Habits\Safety:</u> Degree to which employee's work exhibits neatness, safe working procedures; proper care and efficient use of equipment and supplies.				
<u>L. Attendance:</u> Punctuality; conformity with work schedule; abuse of leave.				

Section 2: FOR SUPERVISORY\MANAGEMENT PERSONNEL ONLY

Performance Factors	Below Standards	Meets Standards	Exceeds Standards	Comments (Achievements or Concerns)
<u>A. Employee Empowerment:</u> Delegation of tasks\authority to subordinates. Ability to train employees to take responsibility at front line.				

Performance Factors	Below Standards	Meets Standards	Exceeds Standards	Comments (Achievements or Concerns)
<p><u>B. Continuous Improvement:</u> Efforts to modify tasks or projects to improve cycle time, customer service, etc.</p>				
<p><u>C. Cost Effectiveness\Fiscal Responsibility:</u> Degree to which employee effectively and efficiently uses funds and resources.</p>				
<p><u>D. Planning:</u> Ability to plan tasks for themselves and employees in relation to city wide and department activity levels. Ability to plan projects.</p>				
<p><u>E. Employee Relations:</u> Ability to hire, supervise, motivate, and train employees.</p>				
<p><u>F. Subordinate Supervision and Development:</u> Effectively supervises all personnel who report to him\her. Demonstrates sufficient care and concern about employees needs. Evaluates training and communicates those needs to his\her superior.</p>				
<p><u>G. Labor Relations:</u> Exercises firm but fair relations with employees. Insures that established department procedures and labor agreement provisions are followed.</p>				
<p><u>H. Communication with Subordinates:</u> Attempts to keep all subordinates informed appropriately of City and department affairs.</p>				

Performance Factors	Below Standards	Meets Standards	Exceeds Standards	Comments (Achievements or Concerns)
<p><u>I. Leadership:</u> Demonstrates the ability through example, confidence, competence, and enthusiasm, to inspire and motivate others to achieve their best and fulfill the objectives of the organization.</p>				

Section 3: Overall Evaluation Rating and Comments:

(check one) **Satisfactory:** _____ **Unsatisfactory:** _____

- A. List previously determined performance objectives and specific accomplishments for the past year:

- B. Improvement areas:

- C. Goals and Objectives for next year:

- D. Educational and Training goal for next year:

Section 4: Supervisor Recommendation:

___ Probation Period Completed:

___ Probation Period Extended to:

___ Other:

Section 5: Employee Comments:

PLEASE CHECK EACH LINE INDICATING THESE AREAS WERE COVERED DURING EVALUATION:

- ___ Reviewed and updated employees job description.
- ___ Reviewed and discussed expectations.
- ___ Identified resources available to employee professional and personal (EAP).
- ___ Outline a plan for career development.
- ___ Define success.
- ___ Describe evaluation process.
- ___ Reviewed and discussed evaluation with employee on (date): _____

Supervisor's Signature

Employee's Signature
(Signature does not indicate agreement with the review's contents, simply that the review

has been discussed).

Section 6:

Reviewed by: _____
Department Head's Signature

City Manager's Signature

Personnel Use Only:

DEPARTMENT HEADS ONLY

Section 7: Instructions to Evaluators: Complete the following either on this form or as an attachment.

A: DESCRIPTION OF CURRENT ACTIVITIES

- 1) Efficiency and Effectiveness:
How has your department improved its operations over the last year? Specifically describe efforts to empower employees, reduce cycle time, improve financial management, improve customer service, etc.
- 2) Relationships (both within the City and beyond):
How has your department worked with the citizens, elected officials, and or other departments within the City? What activity have you and your department had with other agencies, organizations, or individuals outside of the City?
- 3) Measures of Excellence:
What were the highlights of the year?
- 4) Continuity of Department Organization:
What training has occurred to ensure the department would continue to operate during your absence or the absence of another of your key staff?

B: GOALS

- 1) Previous Goals:
What have you accomplished toward meeting the goals established during the previous year?
- 2) Goals for coming year:
Outline goals (both departmental and personal) for the coming year..

CITY OF NEWBERG

EMPLOYEE PERFORMANCE
EVALUATION MANUAL

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SECTION I - INTRODUCTION

IMPORTANCE OF PERFORMANCE EVALUATIONS

The supervisor's most important task is determining the relative efficiency or service value of his/her subordinates. The job is difficult because the supervisor must use unbiased judgement in evaluating the personal qualities and characteristics of the employee that best represent his/her work. The task requires objectivity and insight since it involves a thorough evaluation of both strong and weak job performance. If proper evaluation is not done, a distorted work picture results and the employee may not receive equitable treatment.

The performance evaluation is the supervisor's recorded judgement of how the employee's performance meets the requirements of the job. It requires the supervisor to know at all times what is happening in his/her area of responsibility and how well it is happening. It is a continuing process of observing, training and observing again. The performance evaluation system requires the supervisor to prepare a written report concerning the employee's performance and to discuss the evaluation with the employee.

OBJECTIVES OF PERFORMANCE EVALUATIONS

The performance evaluation serves as the key to accomplish three primary objectives:

1. The improvement of employee effectiveness.
2. The improvement of the supervisor's effectiveness.
3. The improvement of personnel process.

To achieve the first goal, "Employee Effectiveness", the performance evaluation should indicate the areas where an employee needs additional training or counseling in order to improve deficiencies and maximize performance potential. The written evaluation assesses the individual's growth by comparisons with prior ratings, elevates morale by recognition of competent performance, and serves as a basis for separation of an incompetent employee if necessary.

The second goal, "Supervisory Effectiveness", is achieved as the supervisor is required to consider and document the deficiencies and strengths of his/her subordinates and evaluate their specific supervisory needs. It is also achieved through the recognition of areas which require his/her special attention which serves to upgrade the supervisor-worker relations.

The third goal, "Personnel Process Improvement", is accomplished through the identification of training needs. It also provides the administration and staff with an opportunity to evaluate the effectiveness of the training activities of their respective departments or units. The evaluations may indicate a need for clarification or modification of a specific policy or

procedure and may serve as a means of measurement of the effectiveness of the employee selection processes.

SECTION II - DEFINITION OF TERMS

The following items are listed on the Employee Performance Evaluation Report:

FACTOR 1 - PERSONAL TRAITS AND HABITS

ATTENDANCE - What does the employee's record look like? Is the employee always on the job? Is the employee frequently off sick? If so, for good reasons or just any excuse? Does the employee habitually take sick days in conjunction with his/her regular days off? Can you rely on the employee to be on the job when you need him/her? Does the employee properly notify the department when he/she cannot be at work?

PUNCTUALITY - Is the employee habitually punctual in everything he/she does? Does he/she frequently report late for duty? Does the employee return to work promptly from lunch and coffee breaks? Has the employee's tardiness or punctuality had a marked effect upon his/her work and/or the work of his/her unit?

COMPLIANCE WITH RULES AND INSTRUCTIONS - Does the employee follow instructions as given or does he/she comply only when he/she chooses to? Can the employee be relied upon to do the job as instructed? Does the employee have difficulty understanding the instructions? Does the employee's work indicate that he/she knows and follows established rules, policies, and operating procedures? Is the employee mindful of them or does he/she operate as he/she sees fit? Have violations caused the employee or the department any problems?

TACTFULNESS WITH OTHER EMPLOYEES - Does the employee have difficulty in working with others? Is the employee the type of person who can only work by himself/herself? Does the employee have personality clashes with fellow employees?

TACTFULNESS WITH PUBLIC CONTACTS - Is the employee an effective representative of the department and the city when dealing with the public? Does the employee's actions antagonize people? Can the employee obtain desired responses from the public or does his/her manner alienate them? Does the employee practice good public relations?

SAFETY CONSCIOUSNESS - Does the employee know and follow established safety practices? Does the employee always use proper safety equipment and tools? Does the employee take unnecessary risks? Does the employee inspect and maintain tools, equipment, and vehicles properly? Does the employee report accidents promptly? Has the employee had any avoidable accidents during this period? Does the employee have a good attitude toward safety? Is he/she a willing and active participant in City safety programs? Does the employee sometimes disregard safety for himself/herself and his/her

co-workers for the sake of expediency? Does the employee look for safer methods and report or correct unsafe practices?

GROOMING APPROPRIATE TO POSITION -Is the employee a good representative of the department and the City? Does the employee wear a uniform or clothing well and does he/she take pride in his/her appearance? Is the employee's taste in civilian dress appropriate for the occasion? Is the employee well groomed and does he/she practice good personal hygiene?

FACTOR 2 - JOB SKILL LEVEL

QUALITY OF WORK - Is the employee's work consistently acceptable, or is it frequently necessary to reject it due to errors or omissions? What does the employee's finished work product look like? Does it indicate sloppiness or care and attention on his/her part? Is it necessary to reject it because it is not legible. Does the employee submit completed work? Has it been worked through to a logical conclusion with all avenues covered? Is it necessary to require further work to complete it?

ATTAINMENT OF JOB SKILLS AND KNOWLEDGE - Has the employee gained the required skills and knowledge of the job, considering his/her length of service? Can the employee operate effectively in this position? How can he/she improve in this area?

VOLUME OF ACCEPTABLE WORK OR EFFORTS EXPENDED ON WORK - How much work does the employee do? Does he/she do just what the assignment requires or more or less? How much effort does the employee put into his/her work assignments? Does the employee maintain his/her efforts until the work is completed?

WORK PLANNING AND ORGANIZATION - How well does the employee plan his/her work? Does the employee think the job through before beginning the work? Is the employee think the job through before beginning the work? Is the employee aware of the details of his/her job so that he/she can perform the tasks in the most productive manner? Does the employee use his/her time to the best advantage or does he/she waste it? Is the employee able to use creativity and imagination as an approach to increasing efficiency, cutting costs, and reducing waste? Does the employee engage in "horseplay" or spend a lot of time visiting with others?

REPORT WRITING SKILLS - Does the employee communicate clearly and concisely in written form? Can the employee effectively document thoughts into written form and in a logical manner and sequence? Are reports specific, detailed and accurate in content while conveying the most in formation in the briefest form?

NOTE: THE FOLLOWING THREE ITEMS RELATE TO THE POLICE DEPARTMENT AND FIRE DEPARTMENT WHERE APPLICABLE ONLY.

INVESTIGATIVE TECHNIQUE - Does the employee utilize standard and proven investigative techniques? Can he/she apply modified investigative

techniques as needed? Is the employee innovative in devising techniques as the need arises? Is the employee analytical, methodical and thorough in investigative procedures? Does the employee get results for efforts exerted?

INTERVIEW TECHNIQUES - Does the employee employ the proper techniques in staging an interview? Does the employee establish the appropriate rapport to solicit favorable response? Does the employee control the direction of the interview and interpret symptoms signaling sensitivity of a conversation? Does the employee approach each interview with the attitude and techniques to solicit the maximum information being sought?

RADIO PROCEDURES - Does the employee utilize proper radio codes? Are transmissions thought out before being broadcast? Does the employee broadcast maximum amount of information in the minimum amount of time? Do transmissions reflect constant composure? Are FCC regulations adhered to?

FACTOR 3 - ADAPTABILITY

ACCEPTS RESPONSIBILITY - Is the employee eager to accept responsibility or does he/she shy away from it? Is the employee receptive to individual and group responsibilities? Does the employee frequently make up excuses or pass the buck?

ACCEPTS SUPERVISION - Is the employee able to establish and maintain constructive interpersonal relationships with his/her superiors? Does the employee carry out orders from higher authority promptly? Does the employee actively support new programs and procedures? Is the employee loyal to his/her superiors?

ADAPTS TO NEW SITUATIONS - Can the employee adapt to new situations with a minimum of difficulty? Can the employee properly perform under changed circumstances?

EFFECTIVENESS UNDER STRESS - How does the employee react to situations involving sudden stress? Does the employee become unduly confused or does he/she think logically and clearly under stress or in emergencies?

FACTOR 4 - INITIATIVE

PERFORMS JOB DUTIES WITH CONFIDENCE WITHOUT CLOSE SUPERVISION - Does the employee operate effectively with just brief instructions and explanations, or does he/she require being led by the hand? Are repeated instructions frequently necessary? Does the employee have difficulty in understanding instructions? Are duties carried out with an air of assuredness or does the employee experience a lot of uncertainty?

EAGER TO IMPROVE PERFORMANCE - Does the employee readily alter performance when counselled? Does the employee, without counselling, improve his/her

job performance? Does the employee improve on performance from his/her own mistakes and those of others? Does employee seek answers to questions or act on the "guess" theory?

INTEREST IN WORK - Does the employee display initiative to gain advanced knowledge in this general field of work? Does the employee continually work to improve himself/herself, or does the employee consider his/her work "just another job"? What is the employee's attitude toward his/her present assignment and duties? Does the employee cheerfully and willingly perform his/her duties? Is the employee enthusiastic or is he/she a griper?

ABILITY TO SELF INITIATE WORK - Is the employee a self starter? Does the employee seek work to consume their tour or duty? Does the employee find work beneficial to the department to consume times of idleness?

FACTOR 5 - SUPERVISORY AND ADMINISTRATIVE PERSONNEL ONLY

PRODUCTIVITY - Are assigned functions credibly and punctually accomplished? Is he/she innovative without sacrificing quality? Can he/she identify operational units and phases? Does he/she eliminate uneconomic procedures and equipment to perfect sound cost conscious policies?

PLANNING AND ORGANIZATION - Does he/she coordinate the work, not only among his/her subordinates, but between his/her own unit and other work section? Does he/she anticipate problems? Is he/she capable of rescheduling when circumstances indicate that changes are appropriate?

DECISION MAKING - Is the sole standard for his/her decisions in the best interest of the department? Are his/her decisions affecting employees consistent, firm, and fair? Does he/she take responsibility of making appropriate decisions? Does he/she avoid responsibility of making decisions which he/she should be making? Do the supervisor's decisions reflect an adequate understanding and interpretation of management philosophy?

EMPLOYEE DEVELOPMENT - Does he/she prepare and maintain a program of orientation and training for new workers? Are skills of permanent employees continually upgraded by meaningful self- development programs? Are his/her personnel evaluations consistently fair, accurate, and complete? Does he/she properly use constructive criticism and praise in evaluating employees?

LEADERSHIP AND SUPERVISORY CONTROL - Does he/she motivate employees to their best performance through his/her own example, character, and personality rather than by relying on his/her formal authority? Does his/her exercise of leadership create an atmosphere in which employees' attitudes are positive and the goals of the organization are met? Does he/she fully instruct his/her subordinates as to their duties, and at the same time undertake responsibility for actions of his/her group? Does the supervisor maintain

proper control over his/her subordinates? Does the supervisor exercise proper and effective discipline when required? Does he/she inspire compliance without excessive discipline? Is the supervisor consistent and impartial? Does he/she keep informed on current projects, meeting deadlines, but protecting quality control?

DELEGATION - Does he/she delegate enough responsibility to his/her staff, or does he/she become personally involved in details which should not be part of his/her job? Does he/she delegate a proper amount of work, so that his/her staff is neither overburdened or without work to do? Does he/she assign work clearly, spelling out boundaries, goals and methods? Does he/she follow up his/her assignments properly, allowing his/her staff reasonable independence, yet not letting the assignments get away from him/her?

SECTION III - COMPLETING THE EVALUATION REPORT

A copy of the employee performance evaluation report appears as Exhibit "A" in this manual, (refer to last three pages of this document).

Fill in the required employee information at the top of the performance evaluation report form.

The report form requires an evaluation of five (5) general areas which will be referred to as factors. Each factor is composed of a number of specific performance requirements. The grouping of these performance requirements serve as guides to direct the thoughts of the supervisor in specific directions. Other information deemed significant to the evaluation of an employee's performance may be elaborated upon in the essay portions of the evaluations form.

In the evaluation of specific performance requirements, the performance is indicated by placing a check mark on this line underneath the performance rating which best indicates the employee's performance for that specific requirement. Any requirement which does not relate to the employee's assignment should be indicated by writing N/A (not applicable) next to it.

PERFORMANCE RATINGS DEFINED

FAR EXCEED STANDARDS - Very unusual high level of ability in the specific area.

EXCEEDS STANDARDS - Usually performs above the level of a competent employee in the specific area.

MEETS STANDARD - Performance in the specific area is up to the standard which is expected of a qualified employee.

REQUIRES IMPROVEMENT - Performance in the specific area is below the standard required for the position. Serious effort is needed to improve.

NOT SATISFACTORY - Performance is inadequate in this area and definitely inferior to the standard of performance.

Factors 1 through 4 are applicable to all personnel. Factor 5 is used only for persons holding supervisory and administrative positions.

OVERALL EVALUATION

The overall evaluation (Section 6) is very important since it indicates the employee's ability to perform the assignments of the position. There is not a single formula which can be applied in determining the rating of this section, but the consistent application of the following criteria for assistance:

FAR EXCEED STANDARDS - Very unusual ability. Total work performance is definitely superior to that required for the specific position.

EXCEEDS STANDARDS - Differs from the above as a matter of degree in that the individual, while usually performing above the level of a competent employee, has not yet achieved complete consistency of superior performance in all work areas.

MEETS STANDARDS - Work performance in all areas is up to the standards of the position. This is the performance which is expected of a qualified employee.

REQUIRES IMPROVEMENT - Work performance is below the standard of performance required for the position. Immediate effort is needed to improve performance.

NOT SATISFACTORY - Total work performance is inadequate and definitely inferior to the standards of performance required for the position. This evaluation is given when the aspects of the employee's performance are such that the employee is considered a liability rather than an asset to the department. The employee's performance must be significantly improved as it cannot remain at this level for more than a brief period of time. It is a warning that requires immediate remedial action.

If an employee receives a "Not Satisfactory" overall evaluation, the supervisor is required to supply written comments describing the employee's performance in the remarks section of the evaluation report.

The progress of an employee receiving a "Not Satisfactory" rating in any factor or in the overall evaluation shall be evaluated weekly until such time as the performance level is proven to be considerably improved or a recommendation for termination is submitted.

When the overall evaluation has been determined, check the appropriate rating in section 6 of the evaluation form.

ESSAY SECTION

The essay section contains four areas which necessitate the supervisor writing statements on the employee's performance in relationship to each area. The following is a guide to assist the supervisor in completing this section of the evaluation.

1. Job Strengths - What are the employee's strong attributes in relationship to the job? Include outstanding projects completed or behavior demonstrated during the review period being evaluated.
2. Progress Achieved in Attaining Previously Set Goals - Has the employee made progress or improved his/her work performance, personal traits, etc., in areas they were weak in before? If new training was undertaken during the evaluation period, has the employee improved or substantially improved as a result of the training? Did the employee work to meet the objectives established for their unit or department?
3. Specific Goals, Improvement, or Training Programs During the Next Evaluation Period - What are the performance goals, work or department objectives to strive towards during the next evaluation period? What areas will the supervisor be looking for improvement in?

NOTE: Even if the employee received an evaluation of "Meets Standards" or above, comments may include how his/her performance can be improved.

4. Work Performance Deficiencies or Job Behavior Requiring Improvement or Correction - What are specific examples and/or instances which necessitated a rating of "Not Satisfactory" or "Requires Improvement"?

RECOMMENDATION FOR PERMANENT EMPLOYMENT

This section should only be checked when evaluating an employee for final disposition of his employment status during the probationary period of the employee.

RECOMMENDATION FOR MERIT INCREASE

If the employee is being evaluated for a merit increase, a decision should be made as to whether the employee is deserving of a merit increase based upon his/her performance during the evaluation period. If an increase is not recommended, the evaluation should specify a time period for re-review of the employee's performance.

REMARK SECTION

The remarks section of the evaluation report is the most important portion of any evaluation, and yet, unfortunately, it is also the most neglected. When properly used, the remarks section is a valuable tool of supervision. When misused or unused, it defeats the entire

philosophy of employee evaluation.

Without a remarks section, an evaluation form reveals very little concrete information as to an employee's performance and abilities. For example, a () symbol for weakness in punctuality indicates only that the supervisor personally considers the employee weak in the area. It doesn't tell how frequently the employee is tardy, nor does it indicate what disciplinary action has been taken or corrective measures instituted, nor does it indicate that the employee has been counselled in this regard.

To give meaning to the employee's appraisal to the department and to the employee specifically, it is an absolute must that detailed comments be used to clarify significant areas and factor evaluations. A check mark will be remembered only a short while, but comments have a lasting effect. Both the supervisor and the employee will remember specific comments for a longer period of time, and, thereby, facilitate the improvement of deficiencies.

Required use of comments to describe the employee's performance will have a tendency to reduce the degree to which personal feelings effect an evaluation. With the elimination of personal feelings, the evaluation report will more closely resemble the honest, fair, accurate, and consistent appraisal desired.

WHAT TO INCLUDE IN COMMENTS

To make the most effective use of the remarks section, consider the following:

1. All elements of the employee's performance which are especially strong or which need improving.
2. Examples of incidents which serve to illustrate significant aspects of the employee's performance.
 - a. Work Results
 - b. Personal Relations
 - c. Attitudes
 - d. Abilities
3. Description of results of previous interviews with the employee.
4. Plans for the improvement of deficiencies worked out with the employee.
5. Recognition for competent performance.

WHAT TO AVOID IN COMMENTS

When including comments in the evaluation report, it is vitally important to exercise

extreme care in the choice of words and remarks used to describe the individual and his/her performance. The entire value of the report could be destroyed if comments made are improper or unsubstantiated. To eliminate this possibility, it is advisable that the following suggestions be remembered:

1. Do not generalize by attempting to fit the employee into a broad class or type of person or personality.
2. Do not include hearsay and rumors in your comments.
3. Do not attempt to interpret his/her actions or attitudes by unfairly assuming there is a negative explanation for his/her behavior.
4. Do not use complicated terminology.
5. Do not simply echo the items and factors checked.
6. Do not let personality differences with the employee effect the evaluation.

QUALITIES OF GOOD COMMENTS

In addition to avoiding certain things in preparing the comments, it is also wise to include certain qualities in the comments. The following qualities will help make the comments the best possible.

1. Keep the comments short, simple and brief.
2. Keep the comments specific and to the point.
3. Keep the comments factual and complete.
4. Keep the comments impersonal by making an objective comparison of the employee's performance to the requirements of his work assignment.

UNSATISFACTORY EVALUATIONS

When performance is unsatisfactory or weak in important areas, it shall be described by giving examples of deficiencies, failures, and detrimental acts. Dates, places, and frequency of such instances should be included when pertinent. If the employee has been previously counselled and failed to show any sufficient improvement, indicate what type of warning was given and any plans for improvement which are recommended.

RATING SUPERVISOR'S SIGNATURE

When the supervisor has completed the evaluation form for his/her subordinate and checked it for accuracy, he/she must sign and forward it to his/her department head (or his/her

designated representative) for review.

REVIEW BY DEPARTMENT HEAD

When the completed evaluation form has been submitted, the department head (or his/her designated representative) shall review the report to ascertain its fairness, accuracy, consistency, and adherence to equitable performance standards for the department. If he/she notes discrepancies or disagrees with aspects of the report, he/she shall discuss the matter with the supervisor and resolve the differences. The department head shall sign the report and return it to the supervisor.

EMPLOYEE'S SIGNATURE

After the evaluation has been approved, the supervisor shall discuss the report with the employee (see the Evaluation Discussion). A copy of the final report must always be given to the employee. The employee may enter his/her own remarks in section 12 of the report. He/she must sign the report only to verify that it has been discussed with him/her. The report shall then be sent to the City Manager for signature indicating that it has been reviewed and filed in the personnel office. Copies will be returned by the City Manager to the employee and department head.

If the employee disagrees with his/her evaluation, he/she shall be given the opportunity to discuss the problem with the department head or his/her designated representative who approved the report.

SECTION IV - THE PROBATIONARY REPORT

An evaluation report made on a probationary employee is the most important appraisal. During this critical period of probation, these evaluations will have a great effect on the employee. Probation reports are the basis for determining whether he/she will receive a permanent appointment or whether he/she is going to be dismissed.

As a supervisor, it is your responsibility to exercise the utmost care in accurately evaluating the probationary employee. To make this a fair trial working period for the employee, you must do the following:

1. Make the requirements of his/her assignment clear.
2. Give clear and adequate instructions and assist the employee in meeting the requirements of the job.
3. Observe performance and let the employee know his/her strengths and weaknesses. This is a continuing process of observation and follow-up discussions.
4. Keep records of his/her performance. Records of incidents and conferences are valuable as a basis for evaluation and recommendation at the close of the

probationary period.

5. Establish a good working relationship with the employee and assist him/her in every way possible. Help him/her to establish good work habits and attitudes early in his/her probationary period.

The probationary period is the final step in the recruitment process and if it is properly used, it will develop good employees for the department and eliminate those who would otherwise remain liabilities.

SECTION V - THE EVALUATION DISCUSSION

The supervisor's discussion of the evaluation report with the employee is an extremely important requirement. Merely completing the evaluation and submitting it will not achieve the objective for the proper evaluation of personnel. Failing to hold a discussion serves to destroy the practical aspect of rating. To preserve this practical aspect and put it to use, the performance evaluation must:

1. Be understood and accepted by the employee. This does not mean that he/she has to be in agreement with the entire report.
2. Be the basis for plans for helping the new employee, or the older but somewhat deficient employee, to improve his/her performance as needed.
3. Give the employee recognition for his/her strong points and also call attention to his/her weak areas.
4. Result in a better understanding between the supervisor and the employee about the performance requirements of the position and how well the employee meets them.

SUGGESTIONS FOR PREPARING FOR THE DISCUSSION

Do not attempt to enter into discussion completely cold. To provide for an effective discussion, take time to prepare yourself.

CONSIDER THE FOLLOWING:

1. What do you want the employee to do differently as a result of this discussion?
2. What effect will it have on his/her morale?
3. What do you expect to learn about your own performance as a supervisor?

HAVE THE FACTS:

1. Be sure you know the strengths and weaknesses you are going to discuss.
2. Have in mind suggestions which might help you to improve deficiencies.
3. If you have specific violations to discuss, be sure they are verified before you mention them.

CONSIDER WHAT YOU KNOW ABOUT THE EMPLOYEE'S PERSONALITY:

1. Can you expect a heated conflict or a calm discussion?
2. How is he/she going to react to any criticism?
3. What is the best approach to use with this employee in discussing this report?
4. Would the value of your discussion be enhanced if you referred to previous performance evaluation reports?

ARRANGE TIME AND PLACE FOR THE DISCUSSION:

1. Allow ample time to hold a proper conversation. Don't just reach out and grab him/her as he/she comes by. Attempt to make it convenient for both parties.
2. Hold the discussion where you can have privacy with no interruptions.
3. Attempt to avoid times when the employee is not in a receptive mood.

DISCUSSING THE EVALUATION

COMMON ERRORS TO AVOID IN EVALUATING AN EMPLOYEE:

A performance appraisal program, no matter how well designed, can fail if the supervisors doing the appraisal are not adequately trained and informed. The following guidelines describe some frequent errors to avoid.

1. Avoid rating most employees at the high end of the scale. Experience shows that "excellent" and "very good" rating are used more frequently than "competent" or "adequate". Too often, this is a reflection of a supervisor's lack of confidence in his/her rating ability than the employee's performance. A rating of "competent" or "adequate" is no disgrace and, with it, can come suggestions for improvement needed to merit a higher rating.
2. Avoid the "Halo Effect". Raters tend to rate an individual consistently high,

average, or low on all factors based on an overall impression. A dependable, conscientious employee does not necessarily produce high-quality work. Consider each factor separately and indicate strong and weak points. Don't hesitate to use the entire scale in your ratings. If the evaluations are to provide meaningful information, they must take advantage of the entire scale.

3. Avoid labels. Describe unsatisfactory behavior instead of attributing undesirable labels. For example, telling the employee in question he or she has a bad attitude offers no objectivity or alternative for improvement. On the other hand, discussions on the employee's unwillingness to learn new tasks and take on new assignments may result in a productive appraisal session.

SET AN APPROPRIATE ATMOSPHERE:

1. Be relaxed and help the employee to relax.
2. Start on a friendly, positive note.
3. Avoid becoming defensive or getting into an argument.

BE SPECIFIC AND CONSTRUCTIVE IN YOUR COMMENTS:

1. Give him/her credit, sincerely and willingly, for strong points in his/her performance.
2. Tell him/her specifically what his/her weak points are and how he/she needs to improve.
3. Discuss his/her weaknesses in an objective, factual manner.
4. Always be prepared to suggest what he/she can do to correct any weaknesses you mention. Try to help him/her to come up with his/her own suggestions whenever possible. Try to formulate a plan for improvement of his/her deficiencies.
5. Keep your objectives in mind. Don't stray too far from your original goal.
6. Generally, do not compare him/her with other employees.

HOW TO PREPARE FOR AND CONDUCT THE PERFORMANCE REVIEW DISCUSSION

BRIEFLY REVIEW GENERAL BACKGROUND INFORMATION. The more you know about an employee, the easier it is for you to understand and discuss behavior and performance. Some time prior to the appraisal discussion, you should review the employee's past history--work experience and/or education, previous performance appraisals, etc.

ARRANGE FOR THE INTERVIEW.

1. Set a time and place for the discussion and avoid postponing it. Arrange for appropriate privacy during, and allow plenty of time for, the discussion. It is important enough not to be interrupted. Hold your phone calls. If you don't have an office which is suited for a private session, find an available conference room. This is crucial for creating a climate in which you and the employee can communicate effectively.
2. Notify the employee at least a couple of days beforehand, so that he/she has enough time to prepare for the performance review. (However, it would probably be wise not to give such notification before a weekend if you don't plan to have the interview that same week.) One good method of getting her/her prepared is to have the employee evaluate her/himself. Ask the employee to fill out an appraisal form for discussion and comparison with yours at the interview.

CONDUCTING THE INTERVIEW. YOU SHOULD APPROACH IT AS A HELPER, NOT A JUDGE. Too often, the performance appraisal discussion is viewed as a time when you, as supervisor, play the role of "judge". This is a difficult role to play, and it is not very conducive to a positive interviewing climate. The discussion should be viewed as a time when both you and the employee look at the performance on the job and discuss ways to improve it, if such improvement is needed.

By assigning a "rating" to the employee's performance, you automatically assume the judge's role. However, if the thrust of the discussion is on how to improve performance, you will minimize this effect.

STRUCTURE AND FORMAT

The interview should have some structure to it, although the exact format will vary with individual circumstances. Some general guidelines are:

1. Create a relaxed climate to the extent possible.
2. Outline the purpose and objectives of the review. Outline with the employee the benefits he/she will derive from a positive two-way communication about performance--a clear picture of how he/she is doing; and also outline steps to improve performance.
3. A general sequence to follow during the discussion is:
 - a. Past performance--on each relevant job performance factor.
 - b. Major strong points and major weak points.
 - c. Specific developmental steps to be taken to improve performance.
 - d. Goals and the role of the department.

4. As a general rule, the more you can get an employee to discuss his/her performance, the better will be the review. Throw the ball to him/her at every chance. Listen to, and gather information from, the employee. Active listening is a very important skill to use in this process. Some examples are:
 - a. Use open-ended questions (i.e., questions that stimulate discussion rather than soliciting a simple "yes/no" response) and non-judgmental statements.
 - b. Show accepting behavior. Show you are receiving information, not judging. Use nonverbal signals such as head-nodding, and verbals could be things like "yeah", "ok", "uh-huh", "yes, yes".
 - c. Use silence and pauses after speaking. The employee then knows it is his/her turn to speak and, by being silent, you will force a response. A pause of five seconds or more should be used after the employee stops talking because: 1) the employee may not be finished with what he/she wanted to say; and 2) it gives you some time for thought before you start speaking.
 - d. Use restatement or reflection. This is a clarification process and feeds back what you are hearing to the employee.
5. Start positively. Get him/her to discuss areas of good performance. This should be easier if you have asked the employee to appraise his/her own performance as preparation for the review.
6. Find out which areas of performance he/she feels are not fully satisfactory. If you have been coaching throughout the year, the employee will be aware of these areas. Determine what corrective action should be taken, and by whom. Collaborate on the action steps. Do you agree on areas of strengths and weaknesses? The he/she participates in the plans for improvement, the greater will be the commitment to those plans. For your own part, don't be afraid to criticize. Criticism, if handled tactfully and constructively, is a useful tool in performance appraisal. It should be coupled with a discussion of the employee's good points to reduce an overall negative feeling. Supervisors tend to avoid criticism because defensive behavior is feared. Learn to handle such behavior and make sure any criticism is fair and offered with an eye to improvement.
7. Be realistic in setting improvement targets. Don't try to eliminate all areas of weakness in one session. Concentrate on a few of the important ones. Experience indicates that a development plan with two or three steps is often accomplished, whereas one with eight or nine is not.
8. Discuss personal goals and interests. Is there anything you can do to help? The city wants to use the strengths of its employees. Ask yourself how you, as a supervisor, can help to accomplish this. Of necessity, this portion of the review is flexible. A long-service, older employee who has reached the optimum level of advancement will not be very interested in discussing future positions. But he/she

may be interested in discussing ways of improving performance on the current job, of broadening responsibilities, or restructuring the job to take advantage of his/her particular strengths.

9. In conjunction with a discussion of the employee's future, discuss your department's goals, its role in the organization, and what its future appears to be. By getting the employee involved, you will accomplish these goals.
10. Close the discussion by summarizing what has been covered and reviewing the specific steps to be taken by you and the employee. If appropriate, set a follow-up date to discuss progress towards performance improvement.

FOLLOW-UP

During the review you discussed specific steps to improve performance which require action to be taken by either or both of you. Do your part!

If specific training has been recommended, it is important that it be undertaken. If parts of the job description have become obsolete, then you should see that they are rewritten.

Review of the employee's goals may have revealed the necessity for modifying some of them to meet with changing conditions. If modifications are extensive, you will want to arrange for another session (after both of you have had some time to think about the new goals for performance improvement).

GENERAL CONSIDERATIONS

For optimal performance feedback, supervisors should tell employees how they are doing when they are doing it. A compliment right after a job well done will reinforce that behavior far more effectively than a performance appraisal three months later. Negative performance must also be communicated; there should be no surprises at performance review time. Several informal appraisal sessions throughout the year can improve employee performance and morale.

MAKE THE DISCUSSION A "TWO-WAY" CONVERSATION

1. Encourage the employee to express how he/she feels and don't show disapproval when he/she does.
2. Listen to what the employee has to say.
3. Get across the idea that you and the employee are talking over what his/her performance has been. You are not defending the evaluation you gave him/her.
4. Be willing to recognize any problems you may have caused the employee through your methods of supervision.

5. Encourage the employee to analyze his/her own deficiencies and motivations.

FOLLOW-UP

Once the discussion has been completed and plans laid which have been designed to help the employee improve, you have one more important step to take. In your day-to-day supervision of the employee, determine the effectiveness of the discussion and the implementation of plans for improvement. For the program to be successful, you must provide the employee with appropriate feedback and counselling.

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