

DMB EMPLOYEE COMPETENCY ASSESSMENT PROCESS ROADMAP

April 2002

The DMB Employee Competency Assessment and Development Plan helps you and your employee focus on competencies and job performance. The process behind it allows you to

MUTUALLY DETERMINE COMPETENCIES ASSESS THOSE COMPETENCIES CREATE A DEVELOPMENT PLAN

The DMB Employee Competency Assessment and Development Plan form is used to document performance competencies and the supervisor's assessment of the employee's performance. Frequently referred to as the "IDP" (Individual Development Plan) this form is used in conjunction with the DMB *Competencies for Success* booklet listing behavioral expectations and functional competencies for each group. The expectations and competencies are determined by the supervisor and group of employees in the same job function following the procedure outlined later in this document. It is also designed to record identified development opportunities. The chart below shows the basic timing of the process. Each new employee should have a DMB Employee Competency Assessment and Development Plan form completed within 30 days of his or her hire or transfer into a new position.

<u>TIME</u>	<u>ACTION between SUPERVISOR AND EMPLOYEE</u>
START OF RATING PERIOD	<ul style="list-style-type: none">▪ Mutually agree upon and mark selected behavioral and functional competencies in Sections 1 and 2▪ Mutually agree upon training and development and record in Section 3▪ Complete first three sections of cover form
DURING RATING PERIOD	<ul style="list-style-type: none">▪ Engage in ongoing dialogue about expectations and performance
END OF RATING PERIOD	<ul style="list-style-type: none">▪ Assess competencies, documenting comments and examples▪ Mutually agree upon new development plan and record in Section 3. Rate effectiveness of training completed during the rating period▪ Complete last box of cover form

Each employee group (Group One/SEMAS, Group Two, Group Three, Group Four/SES) has a separate form (DMB Form 931, 932, 933, 934, respectively).

The next box shows how to determine the employee group assigned to a particular position description.

CIVIL SERVICE EQUITABLE CLASSIFICATION PLAN (ECP) GROUPING

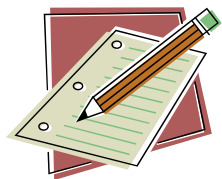
The third line from the end of the Job Classification Specification lists the ECP group for that position.

If not available in hard copy, go to Classification Information on the Civil Service web site at
http://www.state.mi.us/mdcs/Employ/CareerFields/ExamAnnouncements/Class_AlphLst2000.htm.

Click on the Classification Specification Job Title for the employee's position. At the bottom of the last page, the ECP group is listed above the date and an identifier line.

This booklet will take you through the form and explain how to complete it. Refer to it when planning performance management activities.

Step ONE



To begin, complete the first two sections on the front of the DMB Employee Competency Assessment and Development Plan form. These boxes contain basic data and the type of rating period. Throughout these instructions, excerpted sections of the form will be featured; red type references parts of the form. For more guidance, see the sample completed form at the end of these instructions.

This form is available in hard copy and will be available on the Office of Administrative Services web site at <http://www.state.mi.us/dmb/oas/>.

IDENTIFYING INFORMATION

Complete all sections of the first box. If you do not know what group the employee is in, you can use the method outlined in the green box above. The Employee Identification Number can be obtained through DCDS or your timekeeper.

Name:	Employee Identification Number:
Class Title:	Office/Division:
Supervisor's Name:	Rating Period Start/Ending Dates: Thru

RATING PERIOD

Check the appropriate rating box for this assessment period. Civil Service provides much of the following language defining when the various rating periods are required.

A. This DMB Employee Competency Assessment and Development Plan form is used for documenting relevant competencies and the supervisor's assessment of the employee's performance for:

- (1) probationary ratings;
- (2) progress reviews; and
- (3) annual evaluations for non-probationary employees and employees in pay for performance positions.

B. A probationary period is required for any one of the following circumstances:

- (1) hire,
- (2) promotion, and
- (3) transfer to a different classification.

A probationary period is not required, but may be established for a reinstatement; for a recall, reassignment, or transfer in the same classification; or for a demotion.

A probationary period is not applicable for SEMAS or SES.

C. A full-time probationary employee shall be rated after completion of six months and again after one year of employment. If the probationary employee is a new hire without status in the classified service, the employee shall also be rated after three months of employment. A part-time probationary employee shall be rated after completion of nine months and again after eighteen months of employment. If the part-time probationary employee is a new hire without status, the employee shall also be rated after completion of three months of employment.


D. Progress reviews are not mandatory but they are strongly recommended. It is recommended they be done on a quarterly basis or at a minimum every 6 months.

E. An interim Employee Rating form (CS 375) is used to document an employee's unsatisfactory performance or behavior and is not part of the probation or annual review process.

TYPE OF RATING PERIOD		
<input type="checkbox"/> PROBATIONARY	<input type="checkbox"/> ANNUAL	<input type="checkbox"/> PROGRESS REVIEW

PROBATIONARY RATING PERIODS AND REVIEWS				
RATING PERIOD:				
FULL-TIME, New Hire Without Status:	<input type="checkbox"/> 3 MONTHS	<input type="checkbox"/> 6 MONTHS	<input type="checkbox"/> 12 MONTHS	<input type="checkbox"/> OTHER _____
FULL-TIME, Promotion/Transfer Without Status:	<input type="checkbox"/> 6 MONTHS		<input type="checkbox"/> 12 MONTHS	
PART-TIME New Hire Without Status:	<input type="checkbox"/> 3 MONTHS	<input type="checkbox"/> 9 MONTHS	<input type="checkbox"/> 18 MONTHS	<input type="checkbox"/> OTHER _____
PART-TIME Promotion/Transfer Without Status:	<input type="checkbox"/> 9 MONTHS		<input type="checkbox"/> 18 MONTHS	
RATING:				
<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Satisfactory				

Step TWO

 The next steps are to determine what specific competencies will be chosen for that employee's assessment over the rating period and discuss training and development plans for the upcoming period. Sections 1, 2, and 3 of the form are used. Both the supervisor and employee should be involved in this process.

Competencies must be applicable to a particular position or a group of employees in the same class performing similar work. A process has been developed to provide a standardized method of determining which competencies are the most important to the success of the theme's business operations.

SECTION 1: Behavioral Competencies and Expectations

BEHAVIORAL COMPETENCIES:

Ability, skill, knowledge and motivation needed for success in this position.

Behavioral competencies are those which demonstrate how you conduct yourself in performing your job. Behavioral competencies are the underlying soft skills and behaviors expected of all employees as they conduct their business. Behavioral competencies are the "how" of "how you do your job." They reflect the manner and attitude you display towards others and how you approach your work.

Section 1: Behavioral Competencies and Expectations

Select at least five behavioral competencies considered significant and essential elements of the employee's job; at least one competency in each category of Individual Job Effectiveness, Organizational Success and Working with People should be selected. Revise the competencies selected as necessary throughout the rating period to account for changes in job duties. Upon completion of the rating period, evaluate and summarize the employee's competencies in terms of the behavior exhibited and work performed.

Category	Behavioral Competencies	Comments and Examples

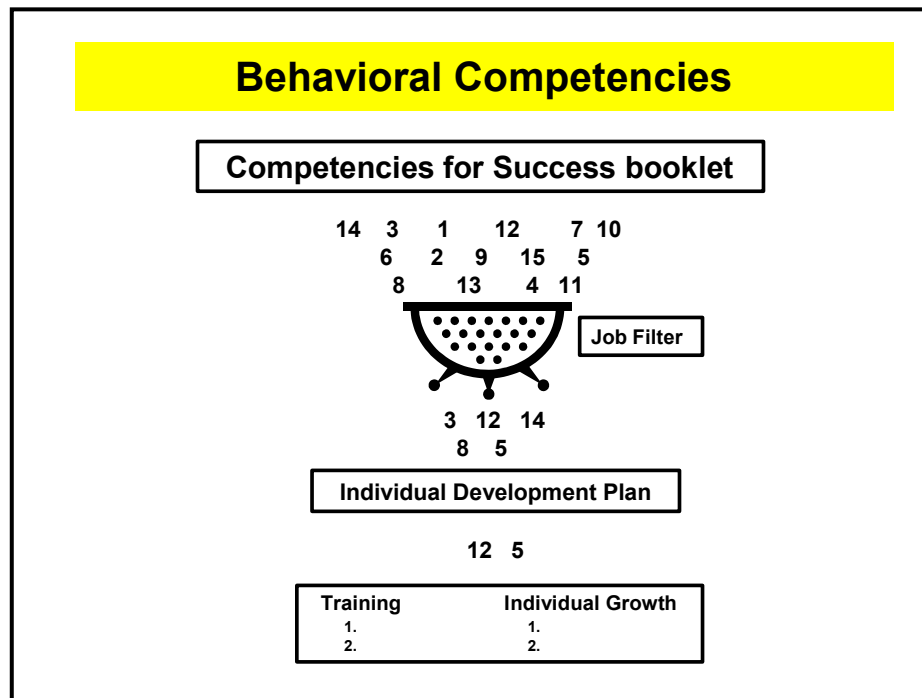
BEHAVIORAL COMPETENCY IDENTIFICATION

Employees in a particular job classification or representatives of the employees in the job classification and supervisors use the *DMB Competencies for Success* booklet to arrive at consensus on five or more behavioral competencies. At least one competency is to be selected in each of the three listed categories: Individual Job Effectiveness, Organizational Success and Working with People.

The following steps guide these activities:

1. Obtain *DMB Competencies for Success* booklet.
2. Review competencies listed for the Civil Service group.
3. Discuss competencies in relationship to understanding critical aspects of job.
4. Individually rank competencies in each category (1 = most important, 2 = next most important, etc.).
5. Calculate overall ranking by using input from all participants.
6. Select highest ranked item in each category and reach consensus that it will be used as a behavioral competency. These three become part of the competencies selected.
7. List the 2nd and 3rd ranked items from Individual Job Effectiveness and Organizational Success and the 2nd ranked item in Working with People (a total of five items).
8. Decide if these five items are to be used. If not, rank these five items by voting and select the desired number of them to become behavioral competencies. Add these to the first three selected.
9. Revisit the total list to ensure that some critical competency has not been omitted and then reach consensus on the final list of behavioral competencies.
10. If appropriate, management adds critical success behavioral competencies that were omitted in the selection process, communicates them to the participants and adds them to the list.
11. If a representative group from the job classification developed competencies, the proposed competencies are routed to all personnel in the job classification for review and input as validation.
12. Enter behavioral competencies on the required form.

The diagram below illustrates how the 15 competencies described in the booklet are filtered through the process described above for a particular job group to a manageable number of five. Each employee will focus on one or a few competencies to improve upon through training and learning opportunities. It is not expected that every competency selected will be attached to a training plan.



SECTION 2: Functional Competencies and Expectations

FUNCTIONAL COMPETENCIES:

Applied knowledge, skills and abilities specific to this job function.

Functional competencies are those that demonstrate what you do to perform your job function. Sometimes called “hard skills,” they are the specific knowledge or skills required to perform a particular job. Functional competencies are the “what” in “what you do in your job.”

FUNCTIONAL COMPETENCY IDENTIFICATION

A number of sources contribute to developing the functional competencies:

- ☐ Business plan, goals, objectives
- ☐ Prior work on competencies
- ☐ DMB Competencies for Success booklet
- ☐ Job specifications (developed by Civil Service)
- ☐ Position descriptions
- ☐ Job knowledge

All groups are required to select the functional competencies of Business Knowledge and Computer Skills. In addition, managers and supervisors must select Performance Management, as required by Civil Service.

Additional functional competencies also must be selected as follows:

Managers and Supervisors:

- Select at least five competencies from the Human Resources, Finance, and Organizational Performance list.
- Select desired number of additional job related functional competencies that are important to job success.

Non-supervisory employees:

- Employees in a job classification or representatives of the employees in a job classification along with management use business plans, goals, objectives, job specifications, position descriptions, and their knowledge of the job to arrive at consensus on five or more functional competencies.

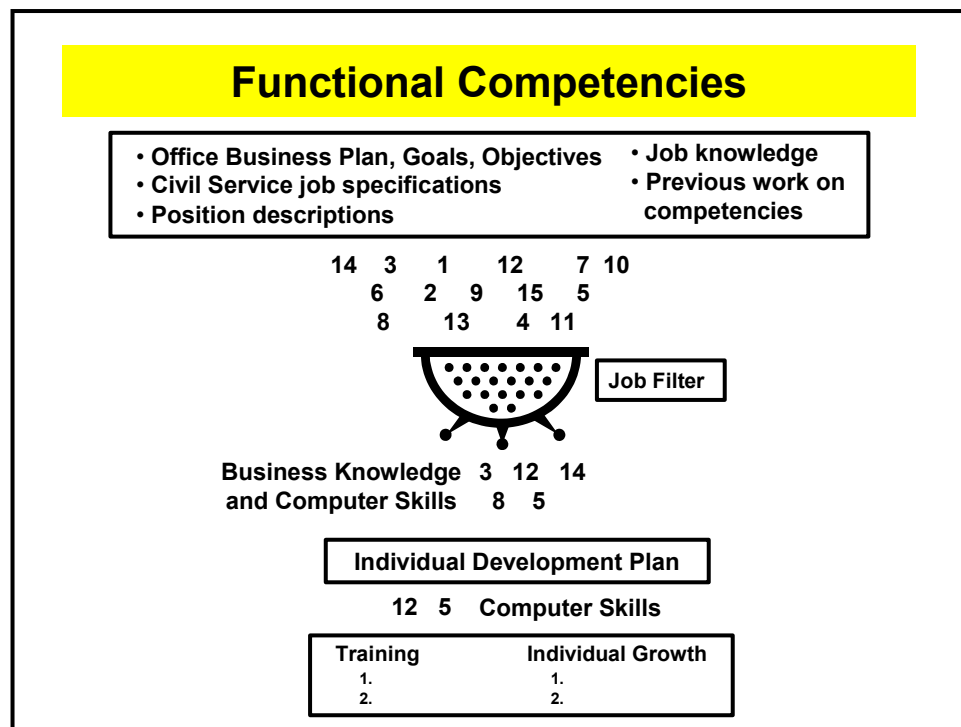
The following steps guide the activity:

1. Obtain sources for functional competencies
2. Review sources and create list of key job functions
3. Finalize list by combining, grouping, or rewriting job functions
4. Place job function on list in following matrix:

FREQUENCY OR AMOUNT OF WORK	HIGH		
	LOW		
		LOW	HIGH
		IMPORTANCE TO THEME SUCCESS	

- 5) Use the matrix to guide selection of functional competencies, focusing first on those in the “High-High” quadrant and then considering those in the “High-Low” quadrants.
- 6) Rewrite the selected job functions in appropriate terms to define competencies.
- 7) If appropriate, management adds critical success functional competencies that were omitted in the selection process, communicates them to the participants and adds them to the list.
- 8) If a representative group from the job classification developed competencies, the proposed competencies are routed to all personnel in the job classification to review and input as validation.
- 9) Enter functional competencies on required form along with the required Business Knowledge and Computer Skills competencies.

The diagram below illustrates how suggested competencies are drawn from many sources, then are filtered through the process described above for a particular job group to a manageable number. Each employee will focus on one or a few competencies to improve upon through training and learning opportunities.



If job functions within a classification are significantly different requiring a different set of competencies, those subsets should determine their selected competencies.

SECTION 3: Training and Career Development Plan

Employee development is an integral component of the assessment plan and allows growth and improvement to occur. The organization and employee both benefit.

During the first round of developing competencies, a discussion about training and development needs should occur. Targeted training may be identified based on perceived needs. In subsequent assessments, training should be related to areas where improvement in a particular competency has been identified. Use Part B to record these plans. The opportunity for more personal and professional growth may be discussed. These needs may not be directly related to the competencies being assessed but look to future jobs and assignments. Use Part C to record these plans.

Part A. Targeted Training Planned at Last Review. Review and document progress on development plan agreed upon at last review.

If a training or development plan was in effect over the last review period, complete this section to document the progress shown on the plan. List the date(s) and type of training that was taken. It may be helpful to record the training as it occurs for record keeping purposes. Both the employee and the supervisor should rate their impression of the effectiveness of each specific training on a scale of 1 to 5 with 1 being the lowest and 5 being considered “highly effective.” One way of thinking about the effectiveness of the training is to answer the question: did my competency improve?

If this is the first annual assessment, leave this section blank.

Part B. Targeted Training Based on competencies where a developmental need was identified, describe specific targeted training or skills enhancement opportunities for the next review period. These should be linked to and support the organization’s business priorities. Be as specific as possible in terms of course name, organization, presenter, or particular skills.



Training selected should be at an appropriate level for the specific employee, neither too basic nor too advanced.

Modification in Targeted Training Plan

Targeted training related to a specific competency may be modified when mutually agreed upon by both the supervisor and employee. For example, due to class limitations, training could change from a course in public speaking to a course on presentation skills. However, in both cases the training is aimed at improving the employee’s competency in communication. Changes should be noted and initialed by both the supervisor and employee using a copy of the original form kept at the work site.

At the annual assessment any changes made during the course of the review cycle should be noted, summarized and documented as part of the review process.

Part C. Individual Growth Plan Based upon discussion about desired career progression, identify specific education, training, and/or special assignments that would improve skills and performance or prepare the employee for advancement.

Section 3: Training and Career Development Plan

This section outlines the specific learning resources and opportunities targeted for an employee over the next rating period. These developmental and/or educational objectives should 1) strengthen and improve performance or 2) prepare for career change or advancement.

Part A. Targeted Training Planned At Last Review Based on the last review, discuss and document progress on development plan. List the targeted training planned, show dates and type of training completed and rate how effective you felt the training to be based on the rating scale below. Only targeted training is recorded here. Training related to the Individual Growth Plan noted in C below is not listed in Part A.

Rating scale: 1) *Not Effective*, 2) *Somewhat Effective*, 3) *Effective*, 4) *Very Effective* or 5) *Highly Effective*

Part B. Targeted Training related to Assessment of Competencies Based on competencies where a developmental need was identified, describe specific targeted training or skill enhancement opportunities for the next review period. These should be linked to and support the organization's business priorities. Be as specific as possible in terms of course name, organization or presenter, or particular skills.

Part C. Individual Growth Plan Based upon discussion about desired career progression, identify specific education, training, and/or special assignments that would improve skills and performance or prepare the employee for advancement. Training related to the Individual Growth Plan is not listed in Part A above.

PART A. TARGETED TRAINING PLANNED AT LAST REVIEW	DATE AND TYPE OF TRAINING COMPLETED	RATE TRAINING EFFECTIVENESS	
		EMPLOYEE	MANAGER

The process of completing Section 3: Training and Career Development Plan occurs at the beginning of each subsequent rating period. At the end of each full review cycle, a new DMB Employee Competency Assessment and Development Plan form should be completed within 7 calendar days of the end of the scheduled rating period.

Other Training During Cycle

Employees may take other training during the course of the year that was not previously identified in B or C above. However, when considering any additional training, it is important to remember that the competencies targeted for improvement must be addressed first.

Changes in Training Plan Resulting from Major Changes in Assignments or Competencies

Competencies are expected to remain the same for succeeding years unless conditions change. Conditions that may require a change in competencies could be job or classification changes, taking a new position, transferring to a new job, major changes in work assignments, or when the nature of the job itself changes.

When competencies change, a new IDP needs to be completed. Remember however, that competencies need to be applicable to a particular position or a group of employees in the same class performing similar work. Step Two above should guide you if either of these conditions is present. Again, changes should be mutually agreed upon between supervisor and employee.

Remember: When a competency gap has been identified, the training identified in the training plan should be related to improving that competency and reducing the competency gap. It is not expected that every competency gap will be addressed through training during the rating period.

For further guidance for whether a new IDP form should be completed or not refer to the table below and on the next page or contact the Human Resources Division, Organizational Services.

Situation	Action
Employees with same job function/new supervisor:	Transition forms to new supervisor with performance comments to date, modify first page to reflect new supervisor. Keep original review date; transition to Theme area's common review date on next IDP cycle.

Situation	Action
Employees transferring to new jobs/same class and level (lateral transfers):	<p>No formal review in old job; transition IDP to new supervisor for data collection on training activity to date. Develop new IDP for new job function based on functional competencies established for that job classification/function.</p> <p>If step increase is due, new supervisor will do appropriate review based on new IDP form.</p>
Employees hired to new positions (recruitment process):	<p>Probationary status upon appointment where applicable; new IDP form for new job function, and formal probationary reviews at 6 and 12 months. No review in previous position but transfer training data for data collection purposes.</p>

Step THREE

INITIAL REVIEW OF COMPETENCIES FOR SUCCESS TO BE COMPLETED AT BEGINNING OF RATING PERIOD



At the beginning of each rating period, the supervisor shall review with the employee the relevant competencies and explain that these competencies will provide the basis for the employee's assessment during the rating period. The employee and supervisor shall sign and date the third box on the front of the IDP form following review of the competencies. The signature of a second level supervisor is also required.

INITIAL REVIEW OF COMPETENCIES FOR SUCCESS TO BE COMPLETED AT BEGINNING OF RATING PERIOD		
I certify that I have reviewed the competency expectations described on this form.	I certify that the competency expectations described on this form will provide the basis for evaluating this employee's performance.	I certify that I have reviewed these competency expectations for evaluating this employee's performance and concur.
_____ Employee's Signature/Date	_____ Supervisor's Signature/Date	_____ 2 nd Level Supervisor's Signature/Date

Step FOUR

ANNUAL AND PROGRESS ASSESSMENTS



At the end of the rating period, the supervisor and employee should meet to complete the appraisal phase of the assessment. The employee may be given the option of completing a self-assessment to begin the discussion.

Review the competencies previously agreed upon. Assess and summarize the employee's competencies in terms of the behavior exhibited and work performed. Use the box labeled "Comments and Examples" to write how the employee *has demonstrated* each competency during the rating period.

Civil Service language provides much of the formal direction on this section.

- 1) At the end of the rating period, the supervisor shall evaluate the employee's performance and assign a rating. The competency evaluation and the employee's achievement should be considered in determining the employee's overall rating. The supervisor's comments on all applicable competencies and factors should be noted on the form. The supervisor shall review the evaluation with the employee.
- 2) The employee shall sign and date the form to certify having reviewed the evaluation and rating. The employee's signature does not necessarily mean that the employee agrees with the evaluation and rating category. An employee who disagrees with an evaluation of rating may prepare and submit to the appointing authority a written statement taking exception to the evaluation or rating. The supervisor and appointing authority shall certify to the accuracy of the evaluation and rating.

Orientation for use of this DMB Employee Competency Assessment and Development Plan form is available to all employees. Contact the DMB Human Resources Division, Organizational Services.

KEY WORDS IN THIS PROCESS:
DIALOGUE
COMMUNICATION
RESPECT

ANNUAL AND PROGRESS ASSESSMENTS

Standard Rating:

☐ Needs Improvement

☐ Satisfactory

Pay for Performance Rating:

☐ Needs Improvement

☐ Fully Competent

☐ Highly Competent

I certify that I have had the opportunity to review this appraisal and understand that I am to receive a copy of it. I understand that my signature does not necessarily mean that I agree with the assessment.

Employee's Signature/Date

I certify that this appraisal constitutes my best judgment of the service performed by this employee for the period covered.

Supervisor's Signature/Date

I certify that I have reviewed this appraisal and concur.

Second Level Supervisor's Signature/Date

I certify that I have reviewed this appraisal and concur.

Appointing Authority's Signature/Date

The Annual and Progress Assessment box is signed by the employee, supervisor, second level supervisor and appointing authority at the end of the rating period after the appraisal has been reviewed and discussed.

Progress assessments are strongly recommended. They present a way for supervisors and employees to have a "face to face" dialogue with one another and for supervisors to provide support. They also provide an excellent opportunity for supervisors and employees to provide updates related to the selected competencies as well as the training and career development plans that were established. It is recommended they be done on a quarterly basis or at a minimum every six months. Progress reviews may be summarized using a copy of the original form and checking the Progress Review box. Copies of these reviews are for internal use and retained by the supervisor and employee only. Notes summarizing the progress reviews may also be noted on a separate document that is retained at the work site.

Under a Standard rating process, either the Needs Improvement or Satisfactory box must be checked. A **Satisfactory** rating means that an employee consistently performs the job in a manner that demonstrates required competencies. A rating of **Needs Improvement** means an employee does not consistently perform the job in a manner that demonstrates required competencies. A Needs Improvement assessment is not disciplinary, but requires a plan for improving the employee's performance or behavior. **Unsatisfactory** means an employee does not demonstrate required job competencies, resulting in unacceptable performance.

Under a Pay for Performance rating process, one box of the three selections must be checked: Needs Improvement, Fully Competent, or Highly Competent.

In those few cases where an employee's performance is determined to be "Unsatisfactory" during a probationary or standard rating process or "Needs Improvement" during a Pay for Performance rating process, an Interim Employee Rating form (CS-375) is used to document an employee's performance or behavior. In these instances, and before checking any boxes please call the Human Resources Division for further guidance in this area.

For more detail regarding required review schedules and appropriate forms as well as actions required, refer to the IDP Form Usage Summary Chart addendum to this document or visit the Office of Administrative Services web site at <http://www.state.mi.us/dmb/oas/> and click on "Performance Management" on the sidebar.

STATE OF MICHIGAN
DEPARTMENT OF MANAGEMENT AND BUDGET
OFFICE OF ADMINISTRATIVE SERVICES, HUMAN RESOURCE DIVISION

GROUP ONE AND SEMAS EMPLOYEES
DMB EMPLOYEE COMPETENCY ASSESSMENT and
DEVELOPMENT PLAN
FOR ALL PERFORMANCE REVIEWS

Information for using the DMB Employee Competency Assessment and Development Plan is available from the DMB Human Resources Division and on the Office of Administrative Services web site at www.state.mi.us/dmb/oas. Civil Service Regulation 2.06 contains the standards and procedures for conducting employee ratings and is available from the DMB Human Resources Division and the Department of Civil Service web site at www.state.mi.us/mdcs.

Name: Joe T. Michigan	Employee Identification Number: 0654321
Class Title: Plumber 8	Office/Division: Infrastructure Services/Operations
Supervisor's Name: Jane Doe	Rating Period Start/Ending Dates: September 1, 2001 Thru August 31, 2002

TYPE OF RATING PERIOD

☐ PROBATIONARY ☒ ANNUAL ☐ PROGRESS REVIEW

PROBATIONARY RATING PERIODS AND REVIEWS (GROUP ONE ONLY)

RATING PERIOD:

FULL-TIME, New Hire Without Status: ☐ 3 MONTHS ☐ 6 MONTHS ☐ 12 MONTHS ☐ OTHER _____

FULL-TIME, Promotion/Transfer With Status: ☐ 6 MONTHS ☐ 12 MONTHS

PART-TIME New Hire Without Status: ☐ 3 MONTHS ☐ 9 MONTHS ☐ 18 MONTHS ☐ OTHER _____

PART-TIME Promotion/Transfer With Status: ☐ 9 MONTHS ☐ 18 MONTHS

RATING: ☐ Unsatisfactory ☐ Satisfactory

INITIAL REVIEW OF COMPETENCIES FOR SUCCESS TO BE COMPLETED AT BEGINNING OF RATING PERIOD

I certify that I have reviewed the competency expectations described on this form.

I certify that the competency expectations described on this form will provide the basis for evaluating this employee's performance.

I certify that I have reviewed these competency expectations for evaluating this employee's performance and concur.

Employee's Signature/Date

Supervisor's Signature/Date

2nd Level Supervisor's Signature/Date

ANNUAL AND PROGRESS ASSESSMENTS

Standard Rating: ☐ Needs Improvement ☐ Satisfactory

Pay for Performance Rating: ☐ Needs Improvement ☐ Fully Competent ☐ Highly Competent

I certify that I have had the opportunity to review this appraisal and understand that I am to receive a copy of it. I understand that my signature does not necessarily mean that I agree with the assessment.

Employee's Signature/Date

I certify that this appraisal constitutes my best judgment of the service performed by this employee for the period covered.

Supervisor's Signature/Date

I certify that I have reviewed this appraisal and concur.

Second Level Supervisor's Signature/Date

I certify that I have reviewed this appraisal and concur.

Appointing Authority's Signature/Date

Section 1: Behavioral Competencies and Expectations

Select at least five behavioral competencies considered significant and essential elements of the employee's job; at least one competency in each category of Individual Job Effectiveness, Organizational Success and Working with People should be selected. Revise the competencies selected as necessary throughout the rating period to account for changes in job duties. Upon completion of the rating period, evaluate and summarize the employee's competencies in terms of the behavior exhibited and work performed.

Competency Category: **INDIVIDUAL JOB EFFECTIVENESS**

	Behavioral Competencies	Comments and Examples
<input checked="" type="checkbox"/>	Analysis and Problem Solving <ul style="list-style-type: none"> Identifies problems and suggests solutions Determines accuracy and relevance of information 	Determined the root cause of a draining problem at the Mason Bldg. and took effective corrective action. Sometimes, accepts explanation of others without running routine test procedures
<input type="checkbox"/>	Communication <ul style="list-style-type: none"> Expresses verbal and written information in a clear, organized and consistent manner Keeps supervisors and managers well informed of assigned work status and key organizational issues and needs Produces written information and reports that are appropriate for organizational needs Listens and responds appropriately to both internal and external customers 	
<input type="checkbox"/>	Decision Making <ul style="list-style-type: none"> Uses good judgement when making decisions about managing work, adjusting priorities and seeking supervisor input 	
<input type="checkbox"/>	Planning and Organizing <ul style="list-style-type: none"> Uses time efficiently and allocates appropriate amounts of time for completing own work Adjusts priorities when appropriate through consultation with supervisor 	
<input checked="" type="checkbox"/>	Safety <ul style="list-style-type: none"> Understands and applies applicable safety standards to job function and performs duties in a safe manner 	Always wears the proper personal protective equipment. Reminders are never required. Developed an SOP for the repair of leaking pipes, which included safety steps.
<input type="checkbox"/>	Self Management <ul style="list-style-type: none"> Displays initiative, effort, and commitment towards completing assignments in a timely manner Works with minimal supervision and is conscientious, thorough and reliable 	
<input type="checkbox"/>	Values, Trust and Integrity <ul style="list-style-type: none"> Contributes to maintaining the integrity of the organization Displays high standards of ethical conduct Treats all people with dignity and respect Models high standards of honesty, integrity, trust, openness, and respect for individuals by applying these values daily 	

Competency Category: ORGANIZATIONAL SUCCESS		
	Behavioral Competencies	Comments and Examples
<input type="checkbox"/>	Adaptability/Flexibility <ul style="list-style-type: none"> Adapts quickly to change and copes with changes well 	
<input checked="" type="checkbox"/>	Continuous Learning <ul style="list-style-type: none"> Is committed to learning Uses knowledge acquired through formal training or on-the-job experience to perform one's job 	Always volunteers to take courses and has successfully completed his selected classes. He continually practices until he has mastered new behaviors taught in courses; i.e., high-pressure pipe welding.
<input checked="" type="checkbox"/>	Customer Focus <ul style="list-style-type: none"> Makes customers and their needs a primary focus of one's actions and develops and sustains productive customer relationships Considers how actions will affect customers, responds quickly to meet customer needs and resolves problems 	His quick response to a burst pipe at Bldg. 44 saved many laboratory projects and his clean up of the area far exceeded the DEQ's expectations. This is just one example of his attentive and thorough responses to customers' immediate needs when there is a plumbing or pipefitting problem. By jumpering a water supply system he was able to keep Health Screening in operation until permanent repairs could be done.
<input type="checkbox"/>	<ul style="list-style-type: none"> Understands goals of the organization Directs own activities to support achievement of organizational goals Positively influences the attitudes and actions of others Demonstrated required skills and models values of the organization Provides feedback to improve operational performance 	
<input type="checkbox"/>	Quality <ul style="list-style-type: none"> Accurately checks processes and tasks against established standards and procedures Initiates action to correct quality problems 	

Competency Category: WORKING WITH PEOPLE		
	Behavioral Competencies	Comments and Examples
<input checked="" type="checkbox"/>	Interpersonal Skills <ul style="list-style-type: none"> Attentive to and understands the views of others Responds positively to constructive suggestions Displays objectivity in assessing situations Develops and maintains positive work relationships with others Develops an awareness of own style and how it affects others and makes adjustments as necessary 	Moderates/facilitates the weekly maintenance meeting; it often ends late since an agenda is not developed. He tries to allow everyone to express views but needs to learn to prioritize and focus on assigning routine work and solving problems. His positive attitude contributes to the mood of the group. He recognizes the accomplishments of his peers and acts as a cheerleader to them. He consistently performs in this positive manner at every meeting.
<input checked="" type="checkbox"/>	Relationship Management <ul style="list-style-type: none"> Values contributions of others Establishes and maintains effective working relationships with people from diverse backgrounds Realizes differences in people as opportunities to learn Contributes to an environment where differences are valued and encouraged 	

Competency Category: WORKING WITH PEOPLE		
	Behavioral Competencies	Comments and Examples
<input type="checkbox"/>	Team Effectiveness <ul style="list-style-type: none"> Displays fairness and honesty in team activities Openly shares information, knowledge, and expertise with the team and co-workers Cooperates with other members to achieve the workgroup's goals Appropriately gives and is open to feedback from team and co-workers Puts accomplishing the interests of DMB ahead of accomplishing individual goals Recognizes the value of team members' skills 	

Section 2: Functional Competencies and Expertise

Refer to the DMB Road Map to Competency-Based Performance for instruction on how to determine functional competencies for each employee. Select at least five functional competencies considered significant and essential elements of the employee's job. Business Knowledge and Computer Skills should be included in the five selected. Revise, as necessary, throughout the rating period to account for changes in job duties. Upon completion of the rating period, evaluate and summarize the employee's competencies in terms of the behavior exhibited and work performed.

Functional Competencies	Comments and Examples
<input checked="" type="checkbox"/> Business Knowledge (required) <ul style="list-style-type: none"> Understands the mission, vision and functions of the department and each unit's inter-relatedness Can articulate the fit and importance of their job and their unit within the organization Understands the link between their job and the organization's performance measures 	Understands how his performance affects the bottom line of the division. He always performs his tasks in an efficient and effective manner. His reaction and business approach to the emergency at Bldg. 44 saved DMB and the State thousands of dollars. He sometimes speaks to other units as if they were not part of DMB.
<input checked="" type="checkbox"/> Computer Skills (required) <ul style="list-style-type: none"> Demonstrates ability to utilize computer skills to perform assigned job function, including operating systems and required applications Demonstrates knowledge of department's computer policies Demonstrates knowledge of basic computer operations 	He used the WEB to perform research in the selection of the proper pipe alloy to perform a repair at Bldg. 44. This action ensured that the repair would not have to be repeated. Has missed some department-wide activities because he does not check his e-mail on a regular basis.
<input checked="" type="checkbox"/> Welding High Pressure Pipe	After completing a course, practiced this technique until he mastered this critical skill.
<input checked="" type="checkbox"/> Welding Rod Selection	After completing a course he experimented and practiced with different types of rod in order to learn the proper application of various types of rod.
<input checked="" type="checkbox"/> Building Print Modification	This is not action-oriented, and he finds it easy to forget about this task. At other times, it is done from memory and the modifications are recorded incorrectly.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Section 3: Training and Career Development Plan

This section outlines the specific learning resources and opportunities targeted for an employee over the next rating period. These developmental and/or educational objectives should 1) strengthen and improve performance or 2) prepare for career change or advancement.

Part A. Targeted Training Planned At Last Review. Based on the last review, discuss and document progress on development plan. List the targeted training planned, show dates and type of training completed and rate how effective you felt the training to be. **Rating scale: 1) Not Effective, 2) Somewhat Effective, 3) Effective, 4) Very Effective or 5) Highly Effective**

Part B. Targeted Training related to Assessment of Competencies. Based on competencies where a developmental need was identified, describe specific targeted training or skills enhancement opportunities for the next review period. These should be linked to and support the organization's business priorities. Be as specific, as possible in terms of course name, organization or presenter, or particular skills.

Part C. Individual Growth Plan. Based upon discussion about desired career progression, identify specific education, training, and/or special assignments that would improve skills and performance or prepare the employee for advancement.

Part A. Targeted Training Planned at last review	Date and Type of Training Completed	Rate Training Effectiveness	
		Employee	Manager
1. Welding Rod Selection – Lansing Community College	October 2001 – 5 week course successfully completed	5	
2. Welding on High-Pressure Pipe – Ferris State University	February 2002 – 15 week course successfully completed	4	

Part B. Targeted Training related to Assessment of Competencies

Leadership – Lansing Community College and BCI Institute customized course based upon The Leader's Handbook by P.R. Scholtes. December 2002 – 15 week course.

Quality – Lansing Community College ad CQI Academy Introductory course. April 2003 – 6 week course.

Team Effectiveness – Supervisor will provide half a dozen articles on teams to employee and discuss them in relation to employee's skills. The supervisor will assign the employee to a formal team during the year and meet quarterly to discuss experiences.

Part C. Individual Growth Plan

Will be a team leader upon completion of the LCC customized course on Leadership.

1.

2.

3.