



PERFORMANCE APPRAISALS

July 2016



THE PROCESS

- REQUEST FROM UNION FOR A SKILLS BASED PAY STRUCTURE
- BROWN AND CALDWELL
- TEAM EXPLORED OPTIONS WITH CONSULTANT
- CONCLUSION: DISTRICT AHEAD OF OTHERS WITH LICENSE PAY



THE PROCESS

- FORMED EMPLOYEE DEVELOPMENT TEAM
- EMPLOYEE SURVEY WITH BARGAINED FOR STAFF



SURVEY RESULTS

- THREE MAJOR ISSUES
 - TURNOVER RATES
 - WAGES
 - COMMUNICATION

SURVEY RESULTS

- TURNOVER RATES-PERCEPTION VS REALITY
- WAGES-CONSULTANT HIRED/FULL WAGE STUDY COMPLETED
- COMMUNICATION-ON GOING EFFORT FOR INCREASED COMMUNICATION

CONTRACT - WAGE REOPENER

- WAGE STUDY USED AS BASIS
- \$1.00 FIRST YEAR INCREMENT
- \$0.50 SECOND YEAR INCREMENT
- \$0.50/PERSON POOL TIED TO PERFORMANCE SECOND YEAR



APPRAISAL

- EMPLOYEE DEVELOPMENT TEAM RESEARCHED VARIOUS APPRAISAL TOOLS, COMPETENCIES AND DEFINITIONS
- MET WEEKLY/BI-WEEKLY JANUARY-JUNE
- ALL COMPETENCIES AND THE DEFINITIONS WERE DEVELOPED AND AGREED ON BY THE TEAM

APPRAISAL

- RATING SCALE WAS DEVELOPED AND IT WAS DETERMINED THAT BOTH HIGHEST AND LOWEST RATING WOULD REQUIRE A NARRATIVE JUSTIFICATION WITH SPECIFIC EXAMPLES



APPRAISAL

- THE ANNUAL PERFORMANCE APPRAISAL IS CONDUCTED TO HELP EMPLOYEES ACHIEVE THE MAXIMUM PERFORMANCE WHICH RESULTS IN THE MAXIMUM WAGE INCREASE ALLOCATED BASED ON THE CONTRACT POOL.

APPRAISAL TOOL

- COMPETENCIES
 - CARE OF EQUIPMENT AND ADHERENCE TO SAFETY AND COMPANY POLICY
 - COMMUNICATION (INTERNAL)
 - CUSTOMER SERVICE/CUSTOMER FOCUS
 - TEAMWORK

APPRAISAL TOOL

- COMPETENCIES
 - ATTITUDE
 - CO-WORKER RELATIONSHIPS
 - QUALITY OF WORK/ATTENTION TO DETAIL/THOROUGHNESS/PRODUCTIVITY
 - INITIATIVE

APPRAISAL TOOL

- COMPETENCIES
 - DEVELOPMENT AND CONTINUAL LEARNING
 - APPEARANCE/PERSONAL FITNESS
 - ATTENDANCE/PUNCTUALITY/ABSENTEEISM
 - JOB KNOWLEDGE/TECHNICAL EXPERTISE
 - ANALYTICAL AND CRITICAL THINKING/PROBLEM SOLVING

APPRAISAL PROCESS TIMELINE

- NOVEMBER 1-10 EMPLOYEE FILLS OUT A SELF-APPRAISAL
 - *Deadline to submit to supervisor: November 10*
- SUPERVISOR REVIEWS EMPLOYEE'S SELF-APPRAISAL
- SUPERVISOR SEEKS INPUT FROM ADDITIONAL SOURCES
 - CO-WORKERS
 - FIELD SUPERVISOR
- SUPERVISOR COMPLETES APPRAISAL
- NOV 11-DEC 16 SUPERVISOR MEETS WITH EMPLOYEE FOR APPRAISAL DISCUSSION
- DEC 18- JAN 6 SUPERVISOR FINALIZES APPRAISAL
- JAN 6-JAN 13 FINAL APPROVAL FROM ADMINISTRATION
- JAN 13 PAY FOR PERFORMANCE INCREASES SUBMITTED TO PAYROLL

PAY FOR PERFORMANCE

- RATING/PAY SCALE
 - AVERAGE 3.0-3.49 = \$0.25
 - AVERAGE 3.5-3.99 = \$0.38
 - AVERAGE 4.0 AND ABOVE = \$0.50

APPRAISAL PROCESS

- THIS IS A WORK IN PROGRESS
- FOLLOWING THE FIRST YEAR, THE TEAM WILL RE-EVALUATE THE TOOL AND THE PROCESS
- ADJUSTMENTS WILL BE PROPOSED IF NECESSARY



QUESTIONS?

EMPLOYEE INFORMATION									
EMPLOYEE NAME									
POSITION TITLE									
PERFORMANCE PERIOD					FROM		TO		
DEPARTMENT									
TYPE OF APPRAISAL					ANNUAL		END OF PROBATION		
EMPLOYEES ON PROBATION ARE NOT ELIGIBLE FOR THE PAY FOR PERFORMANCE ADJUSTMENT									
Definitions of Performance Ratings with Numeric Equivalents									
5 OUTSTANDING: Employee consistently exceeds performance expectations and/or job responsibilities, and employee completes additional responsibilities and/or special assignments.									
4 ABOVE AVERAGE: Employee consistently exceeds performance expectations and/or job responsibilities and displays work behaviors beyond what is expected with limited supervision, direction, or guidance.									
3 AVERAGE: Employee is performing job duties, responsibilities and displaying work behaviors as expected. "Meeting Expectations"									
2 BELOW AVERAGE: Employee is performing job duties, responsibilities and displaying work behaviors below what is expected. Employee has room for growth at this level.									
1 UNSATISFACTORY: Does NOT meet performance expectations and/or job responsibilities. Employee needs continual supervision and/or direction to meet the requirements of his/her job description.									



Instructions									
1	Carefully consider the performance of the employee as you have observed him/her over the performance period with respect to each of the behaviors outlined below.								
2	Select the rating that best represents the performance of the staff member to each statement individually-refer to the definitions of the ratings above. Use whole numbers only.								
3	Comment on the ratings. If you need additional space for comments, add them on a separate page and attach them to the appraisal form.								
4	Please note that the ratings of (5) or (1) require a narrative justification with observed behavioral examples.								
5	Review ratings with the staff member. Discuss and comment on any differences of opinion.								

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Care of Equipment and Adherence to Safety and Company Policy - Work behaviors related to the employee's ability to use and maintain equipment, to comply with safety rules and regulations and to follow District policies.						Score	Employee Self-Score
Maintains equipment at its best, uses proper care in use and maintenance	5	4	3	2	1		
Learns the functions, purposes, and limitations of equipment, and practices using it	5	4	3	2	1		
Accurately sets up and calibrates tools and machines	5	4	3	2	1		
Routinely inspects equipment, and adheres to the proper maintenance schedule	5	4	3	2	1		
Follows safety and other regulations when handling and operating equipment	5	4	3	2	1		
Uses equipment for its intended purpose only, protecting it from damage and misuse	5	4	3	2	1		
Responds quickly to malfunctions, seeking assistance as needed and ensuring equipment is fully operational prior to using it again	5	4	3	2	1		
Complies with all safety rules and regulations, wears required safety equipment	5	4	3	2	1		
Notifies the supervisor of unsafe conditions	5	4	3	2	1		
Performs work in a safe manner at all times. Avoids shortcuts that increase health and safety risks to self or others	5	4	3	2	1		
Organizes the personal workspace to minimize the likelihood of an accident or other unsafe situation	5	4	3	2	1		
Responds positively to safety-oriented feedback	5	4	3	2	1		
Encourages and supports others to be safe while at work	5	4	3	2	1		

Communication (Internal) - Work behaviors related to the employee's ability to provide information to supervisor and others using a variety of methods.						Score	Employee	Self-Score
Keeps supervisor, subordinates and co-workers adequately informed of their actions	5	4	3	2	1			
Utilizes proper channels when addressing concerns or issues	5	4	3	2	1			
Shares information, ideas and job knowledge to help co-workers and others who might find it useful	5	4	3	2	1			
Uses multiple channels or means to communicate important messages (memos, telephone, verbal, meetings, e-mail)	5	4	3	2	1			
Open to ideas shared by co-workers and/or supervisors	5	4	3	2	1			

Customer Service/Customer Focus - Work behaviors related to the employee's ability to provide quality service to customers in a courteous, respectful manner.						Score	Employee	Self-Score
Demonstrates flexibility in customer interaction (internal/external), able to adapt to specific situations	5	4	3	2	1			
Able to demonstrate concern for satisfying one's external and/or internal customers	5	4	3	2	1			
Quickly and effectively solves customers problems	5	4	3	2	1			
Presents a cheerful, positive manner with customers, courteous and respectful when dealing with the public	5	4	3	2	1			
Builds and maintains customer satisfaction with the products and services offered by the District	5	4	3	2	1			
Represents the District well when dealing with the public	5	4	3	2	1			
Focuses on the customer's results, rather than their own. Goes beyond basic service expectations to help customers implement solutions	5	4	3	2	1			

Teamwork/Attitude/Co-worker Relationships - Work behaviors related to the employee's ability to develop constructive and cooperative working relationships with others and to foster a teamwork atmosphere.							Score	Employee Self-Score
Promotes District goals and the Mission of the District	5	4	3	2	1			
Acknowledges and thanks co-workers for their contribution	5	4	3	2	1			
Develops, maintains and strengthens partnerships with others inside and outside the District who can provide information, assistance and support	5	4	3	2	1			
Promotes cooperation and commitment within a team to achieve goals and deliverables	5	4	3	2	1			
Helps teammates who need or ask for support or assistance	5	4	3	2	1			
Encourages team unity through sharing information or expertise, working together to solve problems, putting team success first	5	4	3	2	1			
Demonstrates pride in District, equipment and facilities	5	4	3	2	1			
Accepts job assignments and additional duties willingly. Makes a positive contribution to morale. Shows sensitivity to and consideration of others.	5	4	3	2	1			
Accepts tasks as challenges and attempts to do them to their best ability	5	4	3	2	1			
Is not a rumor monger or a chronic complainer	5	4	3	2	1			
Handles constructive criticism well	5	4	3	2	1			

Openness to different and new ways of doing things; willingness to modify one's preferred way of doing things	5	4	3	2	1			
Is able to see the merits of perspectives other than his/her own	5	4	3	2	1			
Demonstrates openness to new District structures, procedures and technology	5	4	3	2	1			
Willing and demonstrates the ability to cooperate, work and communicate with coworkers, supervisors, subordinates and outside contacts	5	4	3	2	1			
Cooperative, honest and forthright with co-workers	5	4	3	2	1			
Does what he/she commits to doing, carries his/her share of workload	5	4	3	2	1			
Takes responsibility for own mistakes, does not blame others	5	4	3	2	1			
Builds constructive working relationships while maintaining an open, approachable manner, treats others fairly and respectfully	5	4	3	2	1			
Seeks to resolve confrontations and disagreements constructively. Focuses on the situation, issues and behaviors, rather than the people	5	4	3	2	1			
Celebrates workplace success and achievement. Supports the good ideas of others	5	4	3	2	1			
Demonstrates a balance between building rapport and getting the work done	5	4	3	2	1			

Quality of Work/Attention to Detail/Thoroughness/Productivity-Work behaviors related to the employee's ability to complete work thoroughly and accurately while making the best use of time and resources.								Score	Employee Self-Score
Completes work thoroughly and correctly following established processes and procedures, checks work to ensure accuracy and completeness	5	4	3	2	1				
Safeguards fiscal resources, and adheres to all internal control procedures designed to prevent and detect theft or misuse of funds	5	4	3	2	1				
Required paperwork is thorough and neat	5	4	3	2	1				
Stays focused on tasks in spite of distractions and interruptions	5	4	3	2	1				
Manages own time, priorities and resources to achieve goals, uses time effectively	5	4	3	2	1				
Compares finished work to what is expected to find inconsistencies	5	4	3	2	1				
Actions are thorough, does not merely "get by"	5	4	3	2	1				
Goes above and beyond to find solutions to complaints and/or issues	5	4	3	2	1				
Carefully prepares for meetings and presentations, follows up with others to ensure that agreements and commitments have been fulfilled	5	4	3	2	1				
Sets up procedures to ensure high quality of work	5	4	3	2	1				
Overcomes obstacles to meet goals	5	4	3	2	1				
Makes the best use of available time and resources	5	4	3	2	1				

Initiative/Development and Continual Learning - Work behaviors related to the employee's willingness to accept challenges and to continue to develop professionally.						Score	Employee Self-Score
Seeks out new assignments, proposes improved work methods, suggests ideas to eliminate waste, and finds new and better ways of doing things.	5	4	3	2	1		
Commitment to self-improvement	5	4	3	2	1		
Identifies what needs to be done and does it before being asked or before the situation requires it	5	4	3	2	1		
Focuses on results and desired outcomes and how best to achieve them	5	4	3	2	1		
Willingly puts in extra time and effort in crisis situations; goes the "extra mile" to ensure the goal is met	5	4	3	2	1		
Responds to setbacks with renewed and increased efforts; is persistent in the face of difficulty	5	4	3	2	1		
Acquires knowledge and skills through experience, instruction or study	5	4	3	2	1		
Seeks opportunities to work on teams as a means to develop experience and knowledge	5	4	3	2	1		
Displays an ongoing commitment to learning and self-improvement	5	4	3	2	1		
Looks for better ways to perform routine aspects of job	5	4	3	2	1		
Seeks and acquires new competencies, work methods, ideas, and information that will improve own efficiency and effectiveness on the job	5	4	3	2	1		
Keeps informed about cutting-edge technology in his/her technical area	5	4	3	2	1		

											Employee
Appearance/Personal Fitness - Represents the organization and is fit for duty										Score	Self-Score
Dresses appropriately for position and as a representative of the organization	5	4	3	2	1						
Dresses according to organization policy	5	4	3	2	1						
Physical condition is adequate for job duties	5	4	3	2	1						
Mentally alert	5	4	3	2	1						

										Employee	
Attendance/Punctuality/Absenteeism - Work behaviors related to schedules and deadlines										Score	Self-Score
Willingness to adjust schedule and/or work overtime as required	5	4	3	2	1						
Provides adequate notice when requesting time off	5	4	3	2	1						
Punctual, observes prescribed work break/meal periods	5	4	3	2	1						
Is not late to work or when returning from breaks	5	4	3	2	1						
Balances quality of work with meeting deadlines	5	4	3	2	1						
Does not use an inordinate amount of sick time	5	4	3	2	1						

Job Knowledge/Technical Expertise - Work behaviors related to an employee's ability to apply										Employee
required skill and knowledge for position								Score		Self-Score
Possesses and demonstrates an understanding of work instructions, processes,										
equipment and materials required for the job			5	4	3	2	1			
Possesses the practical technical knowledge required.			5	4	3	2	1			
Adapts and learns new skills as they become relevant			5	4	3	2	1			
Can perform tasks with minimal supervision			5	4	3	2	1			
Demonstrates and applies knowledge and skill in a technical area to solve a										
range of problems			5	4	3	2	1			

Analytical and Critical Thinking/Problem Solving - Work behaviors related to an employee's ability to think logically and to solve problems.

									Employee
								Score	Self-Score
Carefully weighs the priority of things to be done.			5	4	3	2	1		
Notices discrepancies and inconsistencies in available information and takes action to resolve them.			5	4	3	2	1		
Has the ability to tackle a problem using a logical, systematic, sequential approach.			5	4	3	2	1		
Contributes original and resourceful ideas in brainstorming sessions.			5	4	3	2	1		
Has the ability to identify the information needed to clarify a situation, seek that information from appropriate sources, and use skillful questioning to draw out the information.			5	4	3	2	1		
Thinks in terms of desired outcomes, not just reactive, quick solutions			5	4	3	2	1		

