



AFSCME PERFORMANCE MANAGEMENT PROCESS GUIDE

PROCESS GUIDANCE FOR THE ELIGIBILITY WORKER BARGAINING UNIT





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Performance Management Overview

Many people think the performance process is about the paperwork that occurs once per year. In reality, it is a core aspect of the supervisor's day-to-day role. The performance management process is a critical tool that supports engagement, retention, and performance. It was designed to:

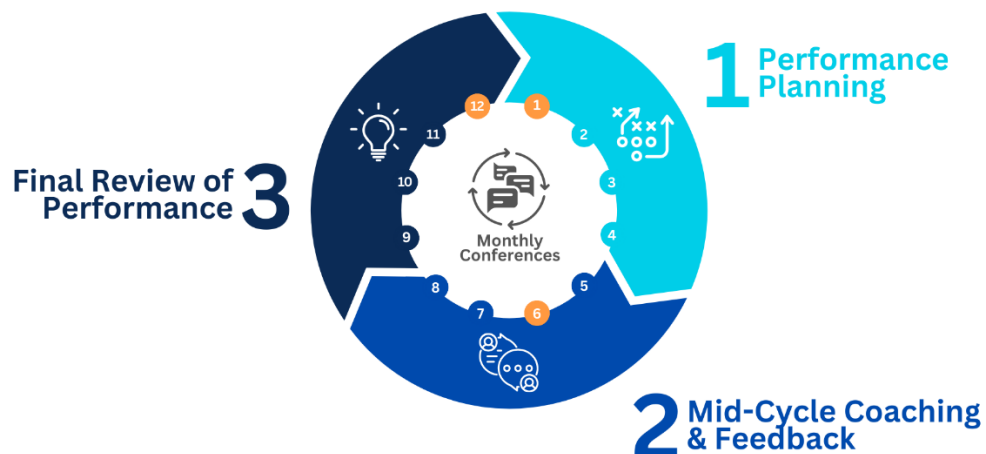
- Drive business results
- Facilitate employee development
- Provide clarity of what is expected for success
- Align employee work with the County/department mission statements
- And support employee engagement and retention.

Process Overview

The County's **performance management** process is a crucial tool that supports performance, engagement, and retention. Supervisors collaborate with their direct reports, providing consistent feedback, coaching, recognition, and performance evaluations. This dynamic approach not only fosters employee growth but also ensures alignment with the County's mission.

The performance management process for employees in the Eligibility Worker bargaining unit is centered around five core **competencies**, **three process milestones**, and **ongoing performance conversations** (monthly conferences). Together, these main components help the supervisor and the employee define what success looks like, support development, and stay aligned for business and service outcomes.

The graphic below highlights the three milestones and monthly conferences. The orange circles represent the monthly conference in which the milestone conversation should occur (e.g. – performance planning should occur at the first monthly conference after the start of a new cycle).



The Performance Milestones Defined

Performance Planning

Performance planning is a meeting between an employee and their supervisor that happens at the beginning of the review cycle. We recommend this conversation occur during the first monthly conference after the final evaluation.

The main objectives are for the supervisor and employee to collaboratively set expectations for the coming year and talk about professional development opportunities.

Mid-Cycle Coaching & Feedback

Although you will have had regular, ongoing coaching conversations (monthly conferences) with your employees, the Mid-Cycle Coaching & Feedback is an opportunity to shift the conversation from the day-to-day operations to overall performance. This occurs at the halfway point of the cycle, typically about 6 months.

During this meeting, the supervisor and employee will meet formally to check in on progress. This conversation can occur during your monthly conference or separately. Use this as an opportunity to look at overall performance to date (successes and areas where support is needed), including patterns.

Final Review of Performance

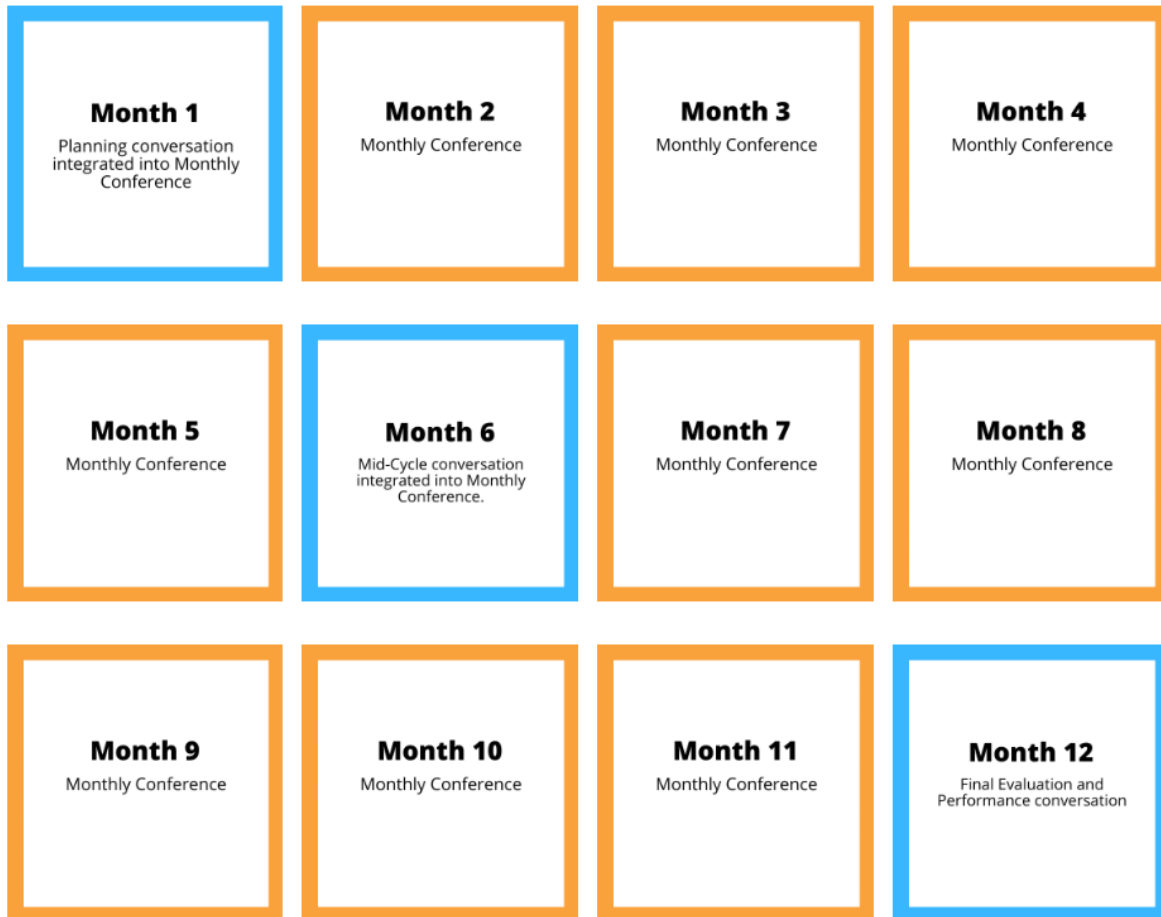
This meeting occurs near the end of the performance review year and is a time to discuss overall performance based on the core performance competencies. The employee may be eligible for a merit increase. Ratings are assigned at this time and a formal narrative is written and submitted to HR for inclusion in the employee's personnel file.

Ongoing Conversations (Monthly Conferences)

Supervisors and employees should meet for a 1-on-1 meeting (monthly conference) each month to discuss current status, progress, and development. Refer to the [performance playlist](#) for templates to guide and document your conversation.

What does the performance process look like in action?

Below is an example of what the performance process looks like in action over a 12-month period. Staff who are newly hired or promoted may serve an initial 6-month period. In that scenario, the mid-cycle conversation would occur during the monthly conference during the third month.



Competencies

The performance process for the Eligibility Worker unit includes five (5) core competencies which reflect important areas of performance and the attributes that are required for each employee to be successful. Together, these main components help the supervisor and employee to define what success looks like by establishing clear performance expectations, focus on development, and stay aligned for business and service outcomes.

Core competencies are all equally important. Expectations should be established at the beginning of each performance cycle regardless of the employee's tenure in role or assignment.

The core competencies include Job Knowledge/Skills, Work Habits/Quality, Interpersonal Skills, Productivity/Effectiveness, and Attendance.

Competency	Definition
<p>Job Knowledge/Skills</p> <p><i>To what extent does the employee demonstrate job knowledge expertise in their assignment?</i></p>	<ul style="list-style-type: none"> • Possesses sufficient skills and knowledge to perform key components of the job. • Stays up to date with changes related to technology, program regulations, or other requirements of the job. • Understands department mission, role, and departmental operations.
<p>Work Habits/Quality</p> <p><i>To what extent does the employee effectively plan and organize their work to accomplish quality results?</i></p>	<ul style="list-style-type: none"> • Plans and organizes work to accomplish assigned duties with speed and accuracy. • Makes good use of time and meets timeframes for assignments. • Follows policies and procedures. • Pays attention to important details. • Case narratives are well written, concise, and measurable. • Submits work with minimal errors.
<p>Interpersonal Skills</p> <p><i>To what extent does the employee maintain effective working relationships?</i></p>	<ul style="list-style-type: none"> • Shows respect and consideration for others. • Fosters and maintains positive working relationships. • Maintains professional conduct and exhibits courtesy. • Uses appropriate business-like communication to accomplish job duties. • Works cooperatively in groups and demonstrates leadership skills when appropriate. • Maintains a professional demeanor when interacting with members of the public.
<p>Productivity/ Effectiveness</p> <p><i>To what extent does the employee achieve expected results?</i></p>	<ul style="list-style-type: none"> • Completes work accurately, thoroughly, and neatly. • Completes volume of work that meets established standards. • Identifies work related problems and finds, recommends, and implements effective solutions as appropriate. • Accepts ownership and responsibility for the job.
<p>Attendance</p> <p><i>To what extent does the employee follow attendance policies, and is at work on-time and ready to work?</i></p>	<ul style="list-style-type: none"> • Is at work on time and is ready to work. • Adheres to assigned work schedule. • Requests time off in advance for planned absences. • Follows policy/procedure for unexpected absences.

Performance Ratings

There are three performance rating options for the performance management process for employees in the Eligibility Worker bargaining unit. They include “Meets Performance Objectives,” “Exceeds Performance Objectives,” and “Does Not Meet Performance Objectives.” The rating reflects the employee's overall performance in the core competencies.

Performance Rating Scale

Performance Rating	Definition
Meets Performance Objectives	This category represents a broad category of performance. An employee rated as “Meets Performance Objectives” normally meets and may sometimes exceed the objectives for performance. Performance may not always meet expectations in all areas and may require some improvement. However, overall performance contributes towards the accomplishment of departmental business goals and objectives.
Exceeds Performance Objectives	The contributions of an employee in this category clearly move the department toward the accomplishment of department and business goals by consistently exceeding the criteria for performance objectives.
Does Not Meet Performance Objectives	An employee in this category frequently fails to meet criteria for performance objectives despite committed efforts by supervision and/or management to assist in correcting performance. Overall performance has a measurable and defined negative impact on departmental operations. The employee has not satisfactorily responded to the improvement plan or corrective action. Documentation of specific performance deficiencies is required to support a "Does Not Meet Performance Objectives" rating.

Assessing Performance During the Final Evaluation

During the final evaluation, performance should be assessed with a rating provided for each core competency. Only the County’s definition of the rating, not personal preference or interpretation, should be used when evaluating employee performance. Performance ratings are based on the **overall performance** in the core competencies.

Ratings of “Exceeds Performance Objectives” or “Does Not Meet Performance Objectives,” should be reserved for exceptional situations and therefore, the evaluation must include specific examples of “Exceeds” or “Does Not Meet Performance” in the narrative section of the “Final Review of Performance” form.

Overall Ratings

Overall ratings of “**Exceeds Performance Objectives**” are granted when at least three of five competencies are rated as Exceeds, so long as any remaining competencies are rated as least “Meets.” In no instance may an overall rating of Exceeds be awarded if one or more competencies are rated as “Does Not Meet Performance Objectives.” Regional Manager approval is required.

Evaluations with at least two (2) of the five (5) competencies rated as “Does Not Meet” will earn an overall evaluation rating of “**Does Not Meet Performance Objectives.**” Consultation with Human Resources and Regional Manager approval are required.

Rating Approvals

Supervisors must ensure appropriate approvals are obtained **prior** to presenting the evaluation to the employee.

Performance Rating	Approval Required
Meets Performance Objectives	<ul style="list-style-type: none">• Reviewer approval required.
Exceeds Performance Objectives – 3 Step	<ul style="list-style-type: none">• Reviewer should obtain concurrence from the Regional Manager prior to signing the evaluation.
Exceeds Performance Objectives – 4 Step	<ul style="list-style-type: none">• Reviewer should obtain concurrence from the Regional Manager and Deputy Director prior to signing the evaluation.
Does Not Meet Performance Objectives	<ul style="list-style-type: none">• Consultation with HR is required.• Reviewer should obtain concurrence from the Regional Manager prior to signing the evaluation.

Merit Increases

Employees may be eligible for merit increases at the end of the performance evaluation cycle.

If eligible, an employee may be granted a 1 - 4 step merit increase within range. In instances of substandard performance, merit increases may be denied or deferred. Consult with your HR representative prior to denying or deferring a merit increase.

Overall Evaluation Rating	Merit Increase
Meets Performance Objectives	<ul style="list-style-type: none"> Overall ratings of “Meets Performance Objectives” earn a 2-step increase, not to exceed the Advertised Maximum of the salary range.
Exceeds Performance Objectives	<ul style="list-style-type: none"> Overall ratings of "Exceeds Performance Objectives" may earn a 3 or 4-step merit increase, not to exceed the Advertised Maximum of the salary range. <p>3-Step Merit Increases</p> <ul style="list-style-type: none"> Evaluations with three (3) of the five (5) competencies rated as “Exceeds” may earn an overall rating of “Exceeds” and a 3-step merit increase provided the other two (2) competencies are rated as a “Meets.” In no scenario can an employee exceed the maximum of the salary range. Regional Manager approval is required. <p>4-Step Merit Increases</p> <ul style="list-style-type: none"> Evaluations with at least four (4) of the five (5) competencies rated as “Exceeds” may earn an overall rating of “Exceeds” and a 4-step merit increase provide the remaining competencies are rated at least a “Meets.” In no scenario can an employee exceed the maximum of the salary range. Deputy Director approval is required.
Does Not Meet Performance Objectives	<ul style="list-style-type: none"> Evaluations with an overall rating of “Does Not Meet” may have the merit increase denied or deferred.

Roles & Responsibilities

Everyone has an important role to play in the performance management process. There are three primary roles in the performance management process: the employee, their supervisor, and their Reviewer (the supervisor's supervisor). The three roles collaborate throughout the performance cycle to support the employee's ongoing development and success. Below is an overview of their primary responsibilities.

The Employee

- Maintain awareness of dates related to the performance cycle.
- Understand the core components of the process.
- Reflect on performance, and actively incorporate insights and feedback from others.
- Actively collaborate with the supervisor to identify performance plans and success measures, engage with feedback, and focus on development.

The Supervisor

- Be aware of performance cycle dates and proactively plan to meet deadlines.
- Partner with the employee to identify competency expectations to support the success of the employee, team, and organization.
- Actively engage in ongoing coaching conversations to support development.
- Ask the reviewer for resources and advocacy to support employee development.

The Reviewer

- Be aware of performance cycle dates and ensure deadlines are met.
- Ensure the supervisor is trained on the performance process and coach them throughout the process.
- Share department strategy and goals to support alignment.
- Obtain Regional Manager and Deputy Director approval as required.

In addition to the three primary roles, **Regional Managers** and **Deputy Directors** also have an important role to play in ensuring supervisors are effectively engaging in the performance process and that performance process criteria are adhered to. Regional Manager approval is required for evaluations with an overall rating of "Exceeds." Additional concurrence from the assigned Deputy Director is required for evaluations with an overall rating of "Exceeds" and recommendation for a 4-step merit increase.

Performance management is a core responsibility for all leaders and employees. Regardless of your role, everyone is responsible for:

- Following process timelines
- Understanding and fulfilling your role responsibilities
- Working collaboratively together
- Being open to receiving and giving feedback



Performance Process Milestones



Performance Planning

Performance planning is a meeting between an employee and his or her supervisor that occurs at the beginning of the performance cycle. The main objectives are for supervisors and employees to collaboratively:

- Set performance expectations for the coming year
- Define specific actions around the core performance competencies

Performance planning is required regardless of tenure or time in assignment. The final evaluation is an assessment of the performance for that cycle only. This meeting is a critical opportunity to validate understanding of performance expectations, reconnect on development goals, and to discuss the larger context of what is happening within the department.

This meeting can occur in place of the regular monthly conference so long as the performance planning conversation occurs.

[Use the Performance Planning form to document expectations.](#)

Mid-Cycle Check-In

Midway through the evaluation cycle, supervisors and employees will meet formally at least once to check in on progress toward achieving performance expectations.

Supervisors and employees should be prepared to discuss:

- Current progress related to performance expectations.
- Successes achieved during the first part of the evaluation cycle and ways to continue that success.
 - Any obstacles to goal achievement and potential solutions to overcome those obstacles.
 - Any potential development and/or training needs.

This does not need to be a separate meeting, although it can be. Change the focus on your monthly conference to incorporate mid-cycle check-in conversation topics to ensure you stay aligned.

If performance is not on track, consult with HR on developing a Corrective Action Plan.

Ongoing Conversations: Monthly Conference Guides

Monthly conferences are a critical tool supervisors use to stay connected and aligned with employees. Monthly conferences are required for all supervisors. The focus of each monthly conference may vary depending on the employee's needs and assignment. In general, monthly conferences should address the following:

- Feedback on current performance (what's working and where improvement is needed)
- Accomplishments or successes since the last meeting
- Progress toward any development goals
- Additional support the employee may need
- Relevant team, region, department, or County updates

Maintain notes from your monthly conference so you may reference them when preparing the Final Evaluation. Resources to help you maximize your monthly conferences, including templates, conversation starters, and coaching questions, can be found [here](#).

Final Review of Performance

This milestone includes completion of a written evaluation and meeting with the employee to review and discuss ratings and performance.

Prepare for the Final Evaluation

Prepare for the final evaluation by reflecting on the employee's performance throughout the cycle. Refer to the following to help you review performance.

- Ask the employee to email a list of accomplishments to you for consideration. Employees are not required to submit this; however, it can be an impactful reflection process for them and will help supervisors ensure they capture performance and accomplishments from the entire cycle.
- Review notes from your monthly conferences and any kudos you may have received for the employee.
- Review competency definitions and the performance planning document. Reflect on performance in each of the competency areas. Use the *Competency Reflection Guide* to aid in your reflection.

Written Evaluation Requirements

Evaluations summarize performance throughout the entire cycle and document how the employee has performed against the County's rating criteria. It's critical that evaluations follow the performance process and guidelines, are accurate, and reflect performance from the entire cycle.

The following is required for all final evaluations:

- Completed Evaluation Cover Sheet
- Completed EW Final Evaluation
- Written narrative that summarizes performance in each of the competency areas. A rating of "Meets," "Exceeds," or "Does Not Meet" should be indicated for each competency.
- Signed approvals, as required, based on overall evaluation rating:
 - Meets: Supervisor and Reviewer
 - Exceeds (3-Step): Supervisor, Reviewer, and Regional Manager
 - Exceeds (4-Step): Supervisor, Reviewer, Regional Manager, and Deputy Director
 - Does Not Meet: Supervisor, Reviewer, and Regional Manager (HR consultation)

Evaluations should not be presented to the employee until all of the required approval and signatures are obtained. Regardless of rating, employees should complete the Employee Comments section and sign the evaluation after it has been presented to them. Their signature only indicates acknowledgement and does not imply agreement.

Provide a copy of the completed evaluation to the employee, save one for your records, and submit a copy to Human Resources for processing.

Consider the following when writing the final evaluation:

- Review notes from Performance Planning, Mid-Cycle Check-In, and Monthly Conferences
- Review any kudos or feedback received
- Consider any accomplishments the employee may have provided for consideration
- Use the questions in the *Competency Reflection Guide* to guide your thinking when evaluating overall performance.

The evaluation is a summary of performance for *overall* performance. The narrative should support the rating, with examples of performance.

Meeting Requirements

Supervisors cannot meet with the employee until the evaluation has received all of the required approvals.

This meeting occurs near the end of the evaluation cycle and is a time to formally discuss overall performance. Use this as a meeting to reflect on the year, highlight strengths, opportunities for development, and talk about what's next.

In general, the year-end performance review meeting follows these steps:

1. Supervisors present the approved evaluation to the employee.
2. Review the evaluation with the employee by discussing performance in each of the competency areas and the overall rating. Review successes, strengths, and development opportunities.

Note: It's important to maintain a dialogue throughout this process. It's common for employees to have questions. Maintain openness and come prepared with examples of effective performance and development opportunities.

3. Have the employee sign the evaluation at the end of the meeting. Provide them with the original and submit a copy to HR for processing.

Note: Occasionally, employees prefer not to sign. It's important to note that a signature does not imply agreement and is *only* an acknowledgment of receipt. Supervisors may write "Declined to Sign" if an employee refuses to sign. A signature or "Decline to Sign" is necessary to process the evaluation.

Use the Cover Sheet, EW Final Evaluation Form, and attach a separate narrative.



Employee Status Changes

Employee Status Changes

All Regular and Limited Term status employees are required to participate in the performance process. The following information describes status changes that may trigger or impact a step in the performance process. This information does not supersede any applicable MOU provisions.

Employee Status Change	Action Step
New Hire	<ul style="list-style-type: none"> Evaluation dates will be established beginning with the new hire effective date. Performance Planning should be completed within 30 days of the new hire effective date.
Promotion	<ul style="list-style-type: none"> Upon promotion, new evaluation dates will be established beginning with the effective date of the promotion. Performance planning should be completed within 30 days of the promotion effective date.
New Employee Probationary Release	<ul style="list-style-type: none"> Employees who are released on New Hire Probation do not require a separation evaluation. Contact HR for specifics on New Hire Probationary Release.
Promotional Probationary Failure	<ul style="list-style-type: none"> The employee will return to their former classification provided they were not in the previous class for the purposes of training for a promotion to the higher class. Upon return, the employee will follow the evaluation and merit dates that they had in their former classification.
Probation	<ul style="list-style-type: none"> Any deferrals or releases should be discussed with Human Resources first.
Leave of Absence	<ul style="list-style-type: none"> Evaluation dates may be extended due to leave of absences. Contact HR to determine if the employee's evaluation dates will change once the employee returns from leave.
Lateral Transfer/Reassignment	<ul style="list-style-type: none"> An employee's evaluation dates do not change for lateral transfers. No evaluation forms need to be completed at the time of transfer; however, the previous supervisor should meet with the employee to discuss successes and development opportunities.

Employee Status Change	Action Step
Lateral Transfer/Reassignment <i>continued</i>	<ul style="list-style-type: none"> • The new supervisor should meet with the employee within the first 30 days of starting the new assignment to discuss performance expectations within each competency area. Document these expectations using the Performance Planning form. <p>Final Review Expectations for the Previous and Current Supervisor</p> <ul style="list-style-type: none"> • The previous supervisor is responsible for completing any evaluations that are pending at the time of transfer. • If an employee transfers within the last three months of the cycle, the evaluation should be completed by the previous supervisor. <p>If the employee transfers at some point during the cycle, but before the last three months, the “new” supervisor is responsible for completing the evaluation and should contact the previous supervisor for input to consider when completing the final evaluation.</p>
Retirement	<ul style="list-style-type: none"> • Final Evaluations should be completed for employees retiring.
Separation	<ul style="list-style-type: none"> • Final Evaluations should be completed for employees voluntarily separating.

Supervisory Changes

It’s important to ensure that the performance evaluation is reflective of performance throughout the entirety of the review period. Below are expectations and guidelines for supervisors to follow if the employee was supervised by more than one person throughout the evaluation period.

- **Supervisor Rotations:** When supervisors transfer, the incoming supervisor should meet with the previous supervisor to discuss performance of team members. This information should be considered when completing the evaluation.
- **Employee Transfers:** See supervisor expectations for scenarios related to employee transfers under ‘Lateral Transfer’ in the table above.



Resources and Forms

Training and Resources

Performance management is a core responsibility for every supervisor. Ensure you are effectively fulfilling your responsibilities by completing all performance training. There are a variety of resources available to help you learn about the process. Resources are all available on the [performance playlist](#) in Eureka. Use the hyperlinks or search 'AFSCME' from Learner Home in Eureka.



Reference

- [Performance website](#)
- Process Guide (this document)
- Competency Reflection Guide for Supervisors
- 1-on-1 Meetings (monthly conference) Toolkit



Learn

- [AFSCME Performance Playlist](#)
- OnDemand process eLearning
- Maximize Your 1-on-1 Meetings workshop
- Resources for writing evaluations



Contact

- Please contact your supervisor or Human Resources team with any questions.

Evaluation Forms

There are three main forms: Cover Page, Performance Planning, and Final Evaluation. These forms are available on the [performance management website](#). Templates for 1-on-1 meetings (monthly conferences) are available via the [performance playlist](#).

Cover Page

Use when completing the performance planning and final evaluation forms.

PERFORMANCE REVIEW Cover Sheet	
NAME: _____	Evaluation Type: <input type="checkbox"/> Annual Review
LAST _____ FIRST _____ MI _____	<input type="checkbox"/> Interim
Classification: _____	<input type="checkbox"/> Merit
Evaluation Period: FROM _____ TO CURRENT DATE: _____ ET. DATE: _____	<input type="checkbox"/> Probation
Agency/Department: _____	<input type="checkbox"/> Promotion
	<input type="checkbox"/> Other (Specify): _____

Revised 02/04

Performance Planning

Use at the beginning of the performance cycle to review expectations in each of the core competencies.

ELIGIBILITY WORKER PERFORMANCE PLANNING FORM	
Name: _____	
Complete this form during the Performance Planning milestone to describe expectations within each competency area. Supervisors should use this form to guide performance planning conversations with employees and ensure a shared understanding exists for all competency areas.	
COMPETENCY	ACTION PLAN SPECIFICS
SOE Knowledge Base: <ul style="list-style-type: none"> • Possesses sufficient skills and knowledge to perform key components of the job. • Stays up to date with changes related to technology, program regulations, or other requirements of the job. • Understands department mission, role, and departmental operations. 	•
Work Habits/Quality: <ul style="list-style-type: none"> • Plans and organizes work to accomplish assigned duties with speed and accuracy. • Makes good use of time and meets deadlines for assignments. • Follows policies and procedures. • Pays attention to important details. • Case narratives are well written, concise, and measurable. • Submits work with minimal errors. 	•
Interpersonal Skills: <ul style="list-style-type: none"> • Shows respect and consideration for others. • Fosters and maintains positive working relationships. • Maintains professional conduct and exhibits civility. • Uses appropriate business-like communication to accomplish job duties. • Works cooperatively in groups and demonstrates leadership skills when appropriate. • Maintains a professional demeanor when interacting with members of the public. 	•

Final Evaluation

Use at the end of the performance cycle in addition to a written narrative that highlights overall performance in each of the core competencies.

ELIGIBILITY WORKER FINAL EVALUATION	
<input type="checkbox"/> Interim <input type="checkbox"/> Probation	Name: _____
<input type="checkbox"/> Merit <input type="checkbox"/> Annual <input type="checkbox"/> Other _____	
COMMENT SECTION:	
Supervisor Comments: Date of Performance Planning meeting: _____ Narrative attached describing performance in all competency areas: <input type="checkbox"/> Yes	
Employee Comments: <input type="checkbox"/> (Additional sheets attached)	
1. The process of defining performance objectives was collaborative <input type="checkbox"/> Yes <input type="checkbox"/> No	
2. My supervisor worked with me throughout the process by providing me with feedback regarding my work and any assistance I needed to be successful? <input type="checkbox"/> Yes <input type="checkbox"/> No	
OVERALL PERFORMANCE RATINGS:	
<input type="checkbox"/> Exceeds Performance Objectives <input type="checkbox"/> Meets Performance Objectives <input type="checkbox"/> Does Not Meet Performance Objectives	
Merit Award:	
<input type="checkbox"/> Merit Increase _____ % or more <input type="checkbox"/> Merit Granted (1 = no award to the eligible MCO; recommendation given; status is in current step; 2nd, 3rd or exceeds the top step of the range)	
<input type="checkbox"/> No Merit Adjustment Required <input type="checkbox"/> At top step of range	
<input type="checkbox"/> Merit Step Defers _____ # of Pay Periods <input type="checkbox"/> Pay Periods (1 - 15)	
<input type="checkbox"/> Merit Increase Denied	
Probation Status:	
<input type="checkbox"/> Probation Approved <input type="checkbox"/> Probation Denied <input type="checkbox"/> N/A - Employee is Not on Probation	
Signatures: Supervisor and Reviewer: Please sign to approve the evaluation. Employees: Please sign acknowledging receipt of the evaluation.	
Employee Signature: _____	Date: _____
Supervisor Signature: _____	Date: _____
Reviewer Signature: _____	Date: _____

Revised 02/04

Competency Reflection Guide for Supervisors

Supervisors can use this guide when preparing the final evaluation to reflect on performance in the core competency areas. Include specific examples in your narrative as evidence of performance.

Core Reflection Questions

Consider the following questions when reflecting on performance in each competency area. Additional questions are listed in the chart to deepen your reflection and ensure you're considering overall performance.

- To what extent does the employee demonstrate each competency in their assignment?
- What impact has their performance had on their own performance, their team, and the division or department?
- What specific examples can you think of that highlight the employee's performance? What behavioral-based examples and data can you provide to support your assessment?
- How frequently or consistently does the employee demonstrate this level of performance?

Questions for Further Reflection

Job Knowledge/Skills <i>To what extent does the employee demonstrate job knowledge expertise in their assignment?</i>	
<p>Competency Definition</p> <ul style="list-style-type: none"> • Possesses sufficient skills and knowledge to perform key components of the job. • Stays up to date with changes related to technology, program regulations, or other requirements of the job. • Understands department mission, role, and departmental operations. 	<p>Reflection Questions:</p> <ul style="list-style-type: none"> • What training has the staff completed in order to fulfill the requirements of this position? • What actions does staff take to continuously learn and stay up-to-date with program changes? • How do they apply their strengths and skills in the assignment? • Are they consistently exhibiting their knowledge/skills in their assignment? How? • What is the staff doing to share knowledge with their peers? • Are they following the department mission, understand their role, and operations? How?

Work Habits/Quality

To what extent does the employee effectively plan and organize their work to accomplish quality results?

Competency Definition

- Plans and organizes work to accomplish assigned duties with speed and accuracy.
- Makes good use of time and meets timeframes for assignments.
- Follows policies and procedures.
- Pays attention to important details.
- Case narratives are well written, concise, and measurable.
- Submits work with minimal errors.

Reflection Questions:

- How effectively does staff prioritize and organize their work to meet deadlines and achieve outcomes?
- How has the staff demonstrated ability to take ownership and responsibility of their assignments?
- To what extent does the staff follow agency policies and procedures?
- To what extent are projects and assignments completed accurately, thoroughly, and neatly?
- Does the staff follow-up with others accordingly?
- Does the staff respond to emails and phone messages in an appropriate amount of time?
- Is the staff's work product completed neatly, in an organized fashion, and relatively free of errors?
- How does the staff respond to feedback and does the staff incorporate feedback into their practice?

Interpersonal Skills

To what extent does the employee maintain effective working relationships?

Competency Definition

- Shows respect and consideration for others.
- Fosters and maintains positive working relationships.
- Maintains professional conduct and exhibits courtesy.
- Uses appropriate business-like communication to accomplish job duties.
- Works cooperatively in groups and demonstrates leadership skills when appropriate.
- Maintains a professional demeanor when interacting with members of the public.

Reflection Questions:

- Does the staff show respect and consideration for others, and respects the value of diversity and differing opinions? How?
- To what extent is staff able to communicate effectively with others (supervisor, colleagues, clients) to accomplish their job duties?
- How effectively does staff work in a team setting to accomplish tasks, navigate conflict, and solve problems?
- How effectively does staff build effective working relationships with staff of all levels?
- How effectively is staff able to productively and respectfully engage in conflict?
- How effectively is staff able to collaborate to find solutions?
- How effectively does staff demonstrate emotional intelligence in managing their emotions and considering others?

Productivity/Effectiveness*To what extent does the employee achieve expected results?***Competency Definition**

- Completes work accurately, thoroughly, and neatly.
- Completes volume of work that meets established standards.
- Identifies work related problems and finds, recommends, and implements effective solutions as appropriate.
- Accepts ownership and responsibility for the job.

Reflection Questions:

- How does their productivity compare to established department standards?
- What statistics did the staff produce each month and for the evaluation cycle?
- Has the staff identified work related problems; and identified, recommended, and implemented effective solutions?
- Does the staff make good use of time and meet time frames for assignments? How do they organize their work to maximize their use of time?
- How has staff taken initiative to approach their work in a way that maximizes speed and results?

Attendance*To what extent does the employee follow attendance policies, and is at work on-time and ready to work?***Competency Definition**

- Is at work on time and is ready to work.
- Adheres to assigned work schedule.
- Requests time off in advance for planned absences.
- Follows policy/procedure for unexpected absences.

Reflection Questions:

- Is the staff at work on time and ready to work?
- To what extent do they adhere to their work schedule (including breaks/lunch and meetings)?
- To what extent do they follow attendance guidelines (reporting to supervisor etc.)?
- Does the staff adhere to the telecommute/teleworking policy (if applicable)?
- Has the staff ever adjusted their schedule to help meet a project deadline? What was the situation(s) and how often?

Notes

