

# APPENDIX

## TOWN OF MONTAGUE

### PERFORMANCE APPRAISAL SYSTEM

### GUIDELINES

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#### I. *INTRODUCTION*

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##### A. **WHAT IS PERFORMANCE APPRAISAL?**

Performance appraisal is a process of assessing a person's work performance against a set of pre-determined criteria and discussing that appraisal directly with the person at periodic intervals during the year. It is important that the appraisal focus on the individual's **actual performance on the job**, what the person does or does not do and how well it is done, not on personal characteristics or traits.

##### B. **WHY PERFORMANCE APPRAISAL?**

Numerous reasons exist for implementing a performance appraisal system. However, the Town of Montague has decided to focus on the following three primary purposes:

1. To ensure that both the employee and supervisor have a clear understanding of what it expected in terms of job performance, what standards or objectives are to be pursued and how they relate to the employee's particular job.
2. To encourage a dialogue between the two parties about the employee's overall performance pattern. The purpose of the dialogue is to allow for the direct recognition of achievements and strengths, as well as, the identification of areas needing improvement.

## Performance Appraisal Review

3. To serve as a mechanism for discussing the employee's career growth potential and for planning professional development activities that advance his or her career goals. Appraisals may also be factored into other personnel decisions.

The performance appraisal process provides a system for the comprehensive and on-going communication of expectations and instruction, not simply the completion of a form.

## Performance Appraisal Review

### C. WHO EVALUATES WHOM?

Employees are appraised by their immediate supervisor. In those instances where an employee also answers to a Board of Directors, the Board will also be given an opportunity to have input into the evaluation. Generally, the immediate supervisor is the person responsible for most of the following:

- Assigning work to the employee and changing work assignments as needed.
- Reviewing the employee's work.
- Approving weekly time use for the employee.
- Handling employee complaints.
- Recommending discipline, if necessary.

In most cases, the immediate supervisor is a department or mid-level manager

### D. HOW OFTEN SHOULD AN APPRAISAL TAKE PLACE?

Performance appraisal works best when it is an on-going process and when the supervisor frequently meets both formally and informally, with the employee to discuss progress from both perspectives. Regular informal communication is strongly recommended.

This system requires three formal sessions:

1. A meeting at the **beginning of the appraisal year** to review the evaluation criteria and to establish what is expected in terms performance.
2. A **mid-year review** to assess and measure progress for the first six months against the criteria established on the form.
3. An **annual review** to apprise the employee's overall performance for the full appraisal year and to discuss plans for any future **professional development** needs.

### E. THE APPRAISAL CYCLE

The appraisal year would begin on July 1 and end on the following June 30<sup>th</sup>. The Mid-Year Review would take place on or before December 1<sup>st</sup>, and the annual review on or before June 1<sup>st</sup>.

### F. HOW TO ENSURE FAIRNESS

As with any appraisal system, the potential exists for misuse or inconsistent application across departments. Among the problems that can develop are:

- Consistently harsh or lenient appraisals.
- The reluctance to rate either high or low, but to give all “accomplished” or “Met Expectations”.
- The “Halo effect”, if a person is seen as a “good employee” s/he is evaluated as “Exceeded Expectations” on every key performance factor whether it is justified or not.
- Allowing personal likes or dislikes to influence appraisals and overlooking the actual performance.

Because of these natural tendencies, the following checks and balances are built into the system.

### **1. Training and Orientation**

All managers and employees will receive training to provide them with:

- A complete understanding of the performance appraisal process including its purpose, the evaluation criteria, the rating mechanism, and the procedures for implementing the system.
- Practice in applying the critical skills of evaluation, communication and coaching.

### **2. Oversight Role of the Administrator’s Office and Board of Selectmen**

The Town Administrator will monitor the appraisal process to ensure that the appraisals are done in a timely manner and that appraisers adhere to the system’s guidelines. A major component of the oversight process will be a review of the supervisor’s ability to evaluate subordinates. This is included as a criteria in department head evaluations, including that of the Town Administrator, who is evaluated by the Board of Selectmen.

### **3. Second-Level Review**

Following the establishment of the performance plan, the mid-year review, and the annual review, the process will be reviewed by an ad-hoc reviewing authority in order to ensure consistency and proper use of the system. The review committee will consist of three members, the first appointed by the Town Administrator, the second by a simple majority vote of Department heads, and the third member shall be selected by the first two. The second level review will take place **after** the performance plan has been established and after the appraisals have been completed by the supervisor. The reviewing authority will not alter any of the appraisals. However, the reviewing authority may point out inconsistencies, ask for more justification, or require additional meetings between the supervisor and the employee in order to clarify or re-assess certain objectives and/or performance factors.

#### **4. Appeals Process**

At the time of the annual review, an employee who feels that his or her appraisal is inaccurate may appeal that appraisal to the reviewing authority. The reviewing authority may, after thorough review, sustain or recommend a modification of the appraisal.

## **II. THE PROCESS**

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### **A. TOWN-WIDE GOALS**

The performance appraisal process begins with the setting of town-wide goals by the Board of Selectmen. Annually in May, the Board of Selectmen shall formulate and adopt town-wide policy goals for the ensuing twelve month period. The Town Administrator shall submit his/her written recommendations in this regard to the Board of Selectmen; and the goals, once adopted by the board, shall be reduced to writing and provided to the Town Administrator. The ultimate responsibility for the development, finalization and communication of these statements lies with the appointing authority.

### **B. DEPARTMENT MISSION, GOAL AND OBJECTIVE SETTING**

Town-wide goals establish the broad parameters within which departments define their missions, set departmental goals and objectives, and develop specific programs with budgets to move the departments or the town towards the goals it has set. Under the program-based budget that the Town of Montague has adopted, departments formulate their priority objectives when they develop and submit their budget proposals for the upcoming year.

The department head/administrator can work from the department's budget document to accomplish mission setting and strategic planning. Using the budget document to build on, the steps to be completed in this phase are:

- To finalize these statements, each year after the budgetary process has been completed.
- To communicate them within the department.

Department objectives should be reviewed and formalized as soon as possible after the new fiscal year has begun so that the department's employees can begin working toward their achievement.

### **C. PERFORMANCE PLANNING**

A process of joint planning and communication among the management levels is required once the department's mission, goals and priority objectives have been established and communicated within the department. This process of joint planning is to ensure that each manager understands what he/she is expected to accomplish in the upcoming performance period, and communicates these expectations to staff. Different measures of performance are used in the evaluation of management and non-management personnel. These key differences are described below:

## 1. Performance measures for management personnel

The appraisal format for **management personnel** focuses on two aspects of performance.

- **Results** – specific measurable objectives the manager is committed to achieving (Priority performance objectives); and
- **How the person manages** – what skills or abilities he or she displays in pursuing those objectives (Key performance factors)

## 2. Priority Performance Objectives

At the beginning of each fiscal year, the manager and his or her supervising manager will negotiate a set of five objectives which represent the most important aspects of the manager's responsibilities for that year. Where possible, those objectives should be linked to town-wide goals formulated by the Board of Selectmen.

Objectives may be negotiated if changing conditions warrant a different outcome. It is also helpful to identify **conditional factors** that will influence the manager's ability to accomplish a particular objective, e.g. various kinds of support needed, official approvals, changes in priorities etc.

- **Types of Objectives**

**Improvement objectives:** are established when an existing condition or level of performance will not be desirable or acceptable in the future. For example:

To increase the return on the investment of town revenues from \$\_\_\_\_\_ to \$\_\_\_\_\_ during the next fiscal year.

**Maintenance objectives:** represent a commitment to stabilizing a desirable existing condition or level of performance. For example:

To maintain the same snow removal routes as last year, at the same level of quality, with a 2% increase in costs.

**Innovative objectives:** reflect a commitment to institute a new method or approach to the work effort. For example:

To develop and implement a more sophisticated, computerized financial management system by June 30, 2002

**Professional Development objectives:** represent a commitment to improving the manager's base of knowledge and skill, to become more expert in a critical area. For example:

To become fully knowledgeable and conversant in modern criminal investigation techniques, to a point where I can effectively instruct other officers (by May 15, 2002)

- **Criteria for Sound Objectives** – to be meaningful each objective needs to meet the following guidelines:

**Begin with an action verb** – a word that provides direction and signifies action or accomplishment. For example:

- To increase
- To reduce
- To maintain
- To install
- To develop and implement

**Relate to a single key result** – All objectives should specify **what** is to be accomplished, not how. But only one result should be sought; more than one will make it difficult to verify.

**Include one or more measures of performance** – These are usually indications of how much is to be accomplished (quantitative) or how well it is to be done (qualitative)

**Be understandable** – to those who will help in its achievement

**Include a time frame** – when the results will be achieved.

### 3. Key Performance Factors

In addition to targeting performance toward specific outcomes or results, it is also important to consider the manager's performance in key performance areas. For management personnel these key areas are:

- Communication
- Managing Personnel
- Financial Management
- Planning and Organizing
- Innovation

At the beginning of the appraisal process, the supervising manager and the manager should discuss performance expectations for each of the key performance factors.

#### **4. Performance measures for non-management personnel**

The appraisal format for **non-management personnel** focuses solely on the employee's performance in key performance areas. For non-management personnel the **key performance factors** are:

- Quality of Work
- Cooperation
- Dealing Effectively with the Public
- Dependability
- Job Knowledge; and
- Supervision (for supervisors only)

The supervisor and the employee should discuss performance expectations for each of the performance factors at the beginning of the appraisal cycle.

#### **D. THE MID YEAR REVIEW**

Approximately six months after establishing priority performance objectives and/or key performance factors, employees will meet with their supervisors to discuss progress on the attainment of objectives (managers only), renegotiating them if warranted, and in relation to key performance factors (all employees). The meeting should be a formal review meeting requiring both parties' complete attention, not something sandwiched between other meetings or responsibilities. The meeting is an opportunity to reinforce and commend good performance, acknowledge the level of progress in the attainment of priority performance objectives and key performance factors, and identify the need for improvement in specific areas.

#### **E. ANNUAL REVIEW**

The annual review meeting is the supervisor's final evaluation of the employee's overall performance during the appraisal year. The meeting should include:

- An appraisal of the degree of accomplishment of each priority performance objective (managers only), checking the appropriate box and making narrative comments about each objective.
- An appraisal of the employee's performance against each of the key performance factors (all employees), checking the appropriate box and including written comments about each factor.

#### **F. PROFESSIONAL DEVELOPMENT PLAN**

Professional development goals may be expressed in terms of responsibilities the employee aspires to assume both in the short term and the long term. The development strategies committed to should be aimed at promoting the growth necessary to prepare for these responsibilities.

The employee should take the initiative in proposing development strategies for professional growth. The supervisor should provide the guidance and coordination necessary to make the proposed plan work.

Development strategies can be planned to build capabilities in areas, which have not been stressed in the past, but will be needed in light of career goals. The development strategies could also serve to encourage the employee to further develop in areas of identified strength.

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**TOWN OF MONTAGUE**  
**PERFORMANCE APPRAISAL SYSTEM**  
**(FOR MANAGERS)**

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**Name** \_\_\_\_\_  
**Position** \_\_\_\_\_  
**Appraisal year** \_\_\_\_\_  
**Mid-Year** \_\_\_\_\_ **Annual** \_\_\_\_\_

PERFORMANCE PLAN

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**PRIORITY PERFORMANCE OBJECTIVES**

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The manager and supervising manager will jointly develop a series of five priority objectives to be accomplished during the next 12 months. Care should be taken that each objective states what the manager plans to accomplish, identifies one or more performance measures to determine whether each objective is accomplished, and specifies the target date of completion. (Attach additional pages if necessary)

1. 

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5. 

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## KEY PERFORMANCE FACTORS

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Whether a manager can accomplish the performance objectives depends in part on how effectively the manager performs the key managerial functions listed below. A mutual understanding should be reached on expectations in each of these areas. Any specific or important agreements on performance expectations should be recorded below.

**Communication:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Managing Personnel:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Financial Management:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Planning and Organization:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Innovation:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Position	Signatures	Performance Plan
Manager		Date:
Supervising Manager		Date:
Reviewing Authority		Date:

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## MID YEAR REVIEW

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In addition to informal discussions of progress, the manager and supervising manager should review the progress in meeting the priority performance objectives at least once during the twelve month period. The purpose of this discussion is to assess progress against objectives, identify obstacles, determine appropriate actions, and if necessary, revise objectives. This session will also be used to assess the key performance factors.

### PRIORITY PERFORMANCE OBJECTIVES

1. Status: Ahead of Schedule \_\_\_\_ On Schedule \_\_\_\_ Behind Schedule \_\_\_\_  
Action Steps: \_\_\_\_\_
2. Status: Ahead of Schedule \_\_\_\_ On Schedule \_\_\_\_ Behind Schedule \_\_\_\_  
Action Steps: \_\_\_\_\_
3. Status: Ahead of Schedule \_\_\_\_ On Schedule \_\_\_\_ Behind Schedule \_\_\_\_  
Action Steps: \_\_\_\_\_
4. Status: Ahead of Schedule \_\_\_\_ On Schedule \_\_\_\_ Behind Schedule \_\_\_\_  
Action Steps: \_\_\_\_\_
5. Status: Ahead of Schedule \_\_\_\_ On Schedule \_\_\_\_ Behind Schedule \_\_\_\_  
Action Steps: \_\_\_\_\_

### KEY PERFORMANCE FACTORS

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Communications	_____	_____	_____
Managing Personnel	_____	_____	_____
Financial Management	_____	_____	_____
Planning & Organizing	_____	_____	_____
Innovation	_____	_____	_____

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Corrective Action or Support Needed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Position	Signatures	Mid-Year Review
Manager		Date:
Supervising Manager		Date:
Reviewing Authority		Date:

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## ANNUAL REVIEW

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At the end of the twelve month period, the manager and supervising manager will meet to determine whether each priority performance objective has been accomplished. The supervising manager will also assess performance, after discussion with the manager, terms of the key performance factors.

### Priority Performance Objectives

1. Results: Exceeded \_\_\_\_\_ Accomplished \_\_\_\_\_ Did not Accomplish \_\_\_\_\_  
Comments: \_\_\_\_\_
2. Results: Exceeded \_\_\_\_\_ Accomplished \_\_\_\_\_ Did not Accomplish \_\_\_\_\_  
Comments: \_\_\_\_\_
3. Results: Exceeded \_\_\_\_\_ Accomplished \_\_\_\_\_ Did not Accomplish \_\_\_\_\_  
Comments: \_\_\_\_\_
4. Results: Exceeded \_\_\_\_\_ Accomplished \_\_\_\_\_ Did not Accomplish \_\_\_\_\_  
Comments: \_\_\_\_\_
5. Results: Exceeded \_\_\_\_\_ Accomplished \_\_\_\_\_ Did not Accomplish \_\_\_\_\_  
Comments: \_\_\_\_\_

### Key Performance Factors

Managers will also be appraised against each of the criteria on the ensuing pages using the following three part rating scale:

<b>Exceeds Expectations</b>	The manager consistently performs above and beyond what is expected from a person in that position.  Demonstrates a great deal of initiative in solving problems or overcoming obstacles that might otherwise impede performance.
<b>Meets Expectations</b>	The manager performs at a level expected of a person in that position. S/he possesses and utilizes the knowledge and skills needed to meet the responsibilities of the position.
<b>Does not Meet Expectations</b>	The manager's performance falls below what is expected for a person in that position.  Improvement in the manager's knowledge and skill or a greater individual effort is needed to bring that person up to standard.

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## PERFORMANCE CRITERIA

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	E	M	D
<b>1. Communication</b>			
<b>A.</b> Presents plans, ideas, and issues in a clear concise and persuasive manner to diverse audiences.	_____	_____	_____
<b>B.</b> Listens intently to others. Is open to and solicits reactions and ideas.	_____	_____	_____
<b>C.</b> Cooperates with (and insures that his or her staff cooperates with) other departments by consistently meeting commitments, freely sharing information, informing them about actions that will affect them, and seeking their input where appropriate.	_____	_____	_____
<b>D.</b> Handles conflict situations calmly and constructively by reducing tensions, getting at the real issue and (where possible) reconciling differences.	_____	_____	_____
<b>E.</b> Written reports are clear, well organized, And accurate.	_____	_____	_____
<b>Summary Appraisal:</b>	_____	_____	_____

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**E M D**

**2. Managing Personnel**

- A.** Develops staff into competent professionals; promotes and organizes appropriate training and development opportunities. \_\_\_\_\_
  - B.** Fully delegates responsibility and authority to employees who are able to accept it. \_\_\_\_\_
  - C.** Through a combination of training, guidance, and coaching, achieves quality performance from his or her employee. \_\_\_\_\_
  - D.** Does a thoughtful and complete appraisal of each employee's performance, focusing on specific job-related behavior. \_\_\_\_\_
  - E.** Deals quickly and skillfully with performance issues or situations that might adversely affect the morale of the staff, the quality of services, or the image of the town. \_\_\_\_\_
- Summary Appraisal:** \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Financial Management**

- A.** Prepares budget requests on schedule. Requests reflect the department's major objectives and are accurate and well-substantiated. \_\_\_\_\_
- B.** Consistently operates within budgeted amounts; no overruns occur without prior justification and approval. \_\_\_\_\_
- C.** Seriously attempts to develop and implement cost reductions. \_\_\_\_\_

**E M D**

**D.** Make cost-effective use of overtime \_\_\_\_\_

**Summary Appraisal:** \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Planning and Organization**

**A.** Anticipates problems before they arise and \_\_\_\_\_

**B.** Each year, produces a well-thought out plan of action to implement major departmental objectives. \_\_\_\_\_

**C.** Clearly establishes priorities and communicates, those to the staff, insures that important things are completed first. \_\_\_\_\_

**D.** Involves staff and others in the planning process, helping them to become better planners. \_\_\_\_\_

**E.** Insures that objectives are achieved as efficiently as possible by the way he/she organizes the work, assigns personnel, marshals resources, and follows through. \_\_\_\_\_

**Summary Appraisal:** \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**E M D**

**5. Innovation**

**A.** Comes up with fresh, new approaches to departmental problems, or to serving citizens or users of the department's services.

\_\_\_\_\_

**B.** Actively involves and supports others in the search for innovative ideas.

\_\_\_\_\_

**C.** Finds creative ways to secure non-tax, resources.

\_\_\_\_\_

**D.** Finds creative ways to produce higher levels of service at the same cost or maintain the same services at a reduced cost.

\_\_\_\_\_

**Summary Appraisal:**

\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**PROFESSIONAL DEVELOPMENT**

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Specific skills and knowledge to be developed during the year.

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Training and Development Plan for the manager.

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**SIGNATURES/APPROVALS**

Supervising Manager:

Mid-Year Review \_\_\_\_\_ Date: \_\_\_\_\_  
Annual Review \_\_\_\_\_ Date: \_\_\_\_\_

Comments on the overall appraisal \_\_\_\_\_

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Manager's:

Please Note: The manager's signature indicates that he or she has seen the appraisal and discussed it with the supervising manager, but does not necessarily mean the manager agrees with the appraisal.

Mid-Year Review \_\_\_\_\_ Date: \_\_\_\_\_  
Annual Review \_\_\_\_\_ Date: \_\_\_\_\_

Comments on the overall appraisal \_\_\_\_\_

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**TOWN OF MONTAGUE**  
**PERFORMANCE APPRAISAL SYSTEM**  
**(FOR NON-MANAGERS)**

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**Name** \_\_\_\_\_  
**Position** \_\_\_\_\_  
**Appraisal year** \_\_\_\_\_  
**Mid-Year** \_\_\_\_\_ **Annual** \_\_\_\_\_

# PERFORMANCE PLAN

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## KEY PERFORMANCE FACTORS

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At the beginning of each appraisal year, the employee and his/her supervisor jointly review **key performance factors** to clarify how they will apply specifically to the employee's performance. A mutual understanding should be reached on expectations in each of these areas. Any specific or important agreements on performance expectations should be recorded below:

**Quality of**

**Work:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Cooperation:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Dealing Effectively with the  
Public:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Dependability:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Job  
Knowledge:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Supervision (supervisors  
only):** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Position	Signatures	Performance Plan
Employee		Date:
Supervisor		Date:
Reviewing Authority		Date:

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## MID YEAR REVIEW

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During the mid-year review process, the Supervisor will:

1. Go over the employee's performance for the first six months, reviewing any informal notes s/he might have taken. The supervisor will sit down with each employee in a comfortable setting to discuss his or her appraisal, citing specific accomplishments and areas of strong performance as well as areas needing work.

This is also a time to elicit feedback from the employee – both his or her reaction to the appraisal and any thoughts about how the supervisor helped or did not help the employee to perform effectively.

If the employee disagrees with the appraisal, he or she will have an opportunity to express that difference of opinion verbally at the meeting and in writing on the “comments” section of the form.

2. In addition to informal discussions of progress, the employee and supervisor should review employee's performance with respect to the five **Key Performance Factors**. Employees will be rated for each of these criteria using the **rating scale** that follows. The supervisor will arrive at a “summary appraisal” for each of the criteria on the form, by rating each of the sub-items. The summary need not be an exact average of the ratings of the sub-items; some of those items might be more important than others in a specific department. Also the supervisor need not calculate an overall score on the mid-year review. The intent is to focus on the specific areas of performance
3. Both parties, as well as the second-level reviewer, are asked to sign and date the form.

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### 1. THE RATING SCALE

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<b>Exceeds Expectations</b>	The employee consistently performs above and beyond what is expected for a person in that position.
	The employee requires less than usual supervision and demonstrates initiative in solving problems or overcoming obstacles that might otherwise impede performance.
<b>Meets Expectations</b>	The employee performs at a level expected of a person in that position.
	S/he possesses and utilizes the knowledge and skills needed to meet the responsibilities of the position. Normal supervision and follow up are required.
<b>Does not Meet Expectations</b>	The employee's performance falls below what is expected for a person in that position.

Improvement in the employee's knowledge and skill or a greater individual effort is needed to bring that person up to standard.

More than usual supervision and follow-up are required.

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## 2. KEY PERFORMANCE FACTORS

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	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
Quality of Work	_____	_____	_____
Cooperation	_____	_____	_____
Dealing Effectively with the Public	_____	_____	_____
Dependability	_____	_____	_____
Job Knowledge:	_____	_____	_____
Supervision (Supervisors Only)	_____	_____	_____

Comments including  
Corrective Action Needed: \_\_\_\_\_

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## ANNUAL REVIEW

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The Annual Review is the supervisor's final evaluation of the employee's overall performance during the appraisal year. The meeting should include an appraisal of the employee's performance against each of the five Key Performance Factors, checking the appropriate box and including written comments about each factor. The Annual Review follows essentially the same process as the mid-year review, with a few exceptions:

- The appraisal is for the full year of performance
  - The supervisor will rate the employee for all sub-items and calculate the **total score** for the appraisal (i.e. the sum of the **summary appraisal** scores of the five performance criteria).
  - The supervisor and employee will discuss any **professional development needs** and sketch out a plan
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## PERFORMANCE CRITERIA

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	<b>E</b>	<b>M</b>	<b>D</b>
<b>1. Quality of Work</b>			
<b>A.</b> Accuracy of the work	___	___	___
<b>B.</b> Precision or craftsmanship	___	___	___
<b>C.</b> Appearance of the work	___	___	___
<b>D.</b> Fulfilling the job description as written	___	___	___
<b>E.</b> Thoroughness (work is followed through to completion)	___	___	___
<b>F.</b> Consistency (maintaining quality On a consistent basis, in slack time And under periods of pressure)	___	___	___
<b>G. Summary Appraisal:</b>	___	___	___

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**E      M      D**

**2. Cooperation**

Refers to the extent to which the employee  
Is willing to assist others and demonstrates  
Flexibility on the job. An employee would  
Be rated high if s/he:

- |           |  |       |       |       |
|-----------|--|-------|-------|-------|
| <b>A.</b> | Works well with others   | _____ | _____ | _____ |
| <b>B.</b> | Observes established channels of communication.  | _____ | _____ | _____ |
| <b>C.</b> | Demonstrates the ability to adjust to changing situations or out-of-the ordinary problems. | _____ | _____ | _____ |
| <b>D.</b> | <b>Summary Appraisal</b>   | _____ | _____ | _____ |

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Dealing Effectively with the Public**

Refers to the way in which the employee  
interacts with the public. An employee  
would be rated high if s/he:

- |           |  |       |       |       |
|-----------|--|-------|-------|-------|
| <b>A.</b> | Listens attentively to members of the public and takes the time to understand their complaints, questions or problems. | _____ | _____ | _____ |
| <b>B.</b> | Responds promptly to members of the public as circumstances warrant.   | _____ | _____ | _____ |
| <b>C.</b> | Defuses hostility (whenever possible and doesn't get pulled into unnecessary arguments.                                | _____ | _____ | _____ |
| <b>D.</b> | Deals with members of the public in a calm, courteous, and friendly manner both in person and on the telephone.        | _____ | _____ | _____ |
| <b>E.</b> | <b>Summary Appraisal:</b>  | _____ | _____ | _____ |

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Dependability**

Refers to the extent to which the employee can be relied upon to be on the job and to complete assigned work on the job. An employee would be rated high if s/he:

- |           |  |       |       |       |
|-----------|--|-------|-------|-------|
| <b>A.</b> | Completes work as scheduled (on a timely basis)  | _____ | _____ | _____ |
| <b>B.</b> | Manages his or her time well; consistently meets deadlines   | _____ | _____ | _____ |
| <b>C.</b> | Is regularly in attendance   | _____ | _____ | _____ |
| <b>D.</b> | Is consistently punctual (starting and ending times, lunches and breaks, and arriving on the job site) | _____ | _____ | _____ |
| <b>E.</b> | <b>Summary Appraisal</b>   | _____ | _____ | _____ |

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. Job Knowledge**

Refers to knowledge and skills necessary for effective performance of the job (as described in the job description). Consider such areas as:

- |           |   |       |       |       |
|-----------|---|-------|-------|-------|
| <b>A.</b> | Understanding departmental policies, rules and work procedures                                    | _____ | _____ | _____ |
| <b>B.</b> | Ability to effectively use required equipment (e.g. computers, heavy equipment, hand tools, etc.) | _____ | _____ | _____ |
| <b>C.</b> | Knowing and applying safety procedures related to the job and the work area.                      | _____ | _____ | _____ |

**D.** Understanding one's own job responsibilities and how they fit in with departmental operations \_\_\_\_\_

**Summary Appraisal** \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 6. Supervision (for the supervisors only)**  
Refers to how the person performs as a supervisor. The person would be rated high if s/he:
- A.** Develops employees to their fullest potential through orientation, training, and on-the-job coaching \_\_\_\_\_
  - B.** Fully delegates responsibility and authority to employees who are able to accept it. \_\_\_\_\_
  - C.** Gives clear and understandable instructions and job assignments; employees are rarely confused. \_\_\_\_\_
  - D.** Does a thoughtful and complete appraisal of each employee's performance, focusing on specific job-related behavior. \_\_\_\_\_
  - E.** Achieves the desired results. (i.e. the quality and quantity of work expected from one's unit) \_\_\_\_\_
  - F. Summary Appraisal** \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_