MODULE OBJECTIVES

Participants will:

- Know the supervisor’s responsibilities under the Evaluation Phase of the Performance Management Process.

- Know the steps in the evaluation process.

- Understand how to compare the employee’s actual work with the expectations.

- Practice writing actual performance comments to support the supervisor’s evaluation.

- Know the guidelines for rating the Terms and Conditions of Employment.

- Learn how to arrive at the overall ratings.

- Participate in a case study to practice the techniques of evaluation.

- Learn how to conduct the performance evaluation meeting.
Three Major Ideas

- Performance evaluation is just one step in the *Performance Management Process*.
- The performance plan guides the performance evaluation.
- There should be no surprises at the evaluation meeting.
Supervisor’s Responsibilities

- Summarize performance.
- Complete form.
- Recommend salary increase.
- Discuss evaluation with reviewing manager.
- Conduct performance evaluation meeting with employee.

The Supervisor’s Responsibilities

Decisions concerning the contents of the year-end evaluation report are made by the employee’s supervisor under the guidance of the reviewing manager and in keeping with the policy of the department for which the supervisor and the employee work.

The supervisor’s responsibilities during the Evaluation Phase of the PMP are to:

- **Summarize** the employee’s performance over the performance period that has just ended;
- **Complete** the *Performance Management Form* (PMP);
- **Recommend** a salary increase if performance meets expectations;
- **Recommend** a lump-sum payment if performance exceeds expectations;
- **Discuss** employee's rating with reviewing manager; and
- **Conduct** performance evaluation meeting with employee according to established agency timelines.
Steps for Evaluating Performance

- Measure the employee's actual performance against performance expectations and assign a rating for each performance expectation.
- Determine the rating for each responsibility.
- Write actual performance comments which justify Responsibility ratings.
- Determine the overall ratings for responsibilities and Terms and Conditions.
- Submit completed PMF to reviewing manager.
Evaluating: Step #1

- Measure the employee’s actual performance against performance expectations and assign a rating for each performance expectation.

STEP #1: MEASURE ACTUAL PERFORMANCE AGAINST PERFORMANCE EXPECTATIONS

Link Ratings to Performance

One of the central ideas around which the Performance Management Process is organized is that employees are rewarded based upon their degree of productivity, a pay-for-performance policy. It is vital, therefore, that ratings be directly linked to actual performance.

This section is designed to help you link ratings to performance.
The Performance Plan and Coaching / Documentation Activities are the Bases for an Objective Evaluation

- In the planning phase, you wrote measurable performance expectations for each responsibility on the employee's plan.

- There are only four types of criteria which can be measured in performance management: Quantity, Quality, Timeliness, and Cost.

- In the coaching phase, you gave the employee positive and corrective feedback concerning his/her work, and you developed and used a system of tracking and documenting the employee's actual performance throughout the year so you would not have to try to remember everything that went on.

- You found that there were only two ways to measure Quantity, Quality, Timeliness, and Cost performance: you either had to (1) count results or behaviors, or you had to (2) judge results or behaviors based on criteria, not opinion. This counting and judging probably amounted to most of your tracking and documentation activities throughout the year.

- You are now ready to look at your documentation for each performance expectation and decide for each expectation whether the employee has "Met," "Exceeded," or "Did Not Meet" expectations for the entire year.

- You will note that this is the only time in the end-of-year evaluation process that you actually measure past employee performance against the expectations which were written on the plan.

- After you measure how well the employee performed each expectation throughout the year, you will assign to each expectation one of the three ratings that describes his/her performance for that expectation: Met, Exceeded, or Did Not Meet expectations.

- After you do this, you will simply:
  
  1. Determine an overall rating for each responsibility, and
  
  2. Then determine an overall rating for the Responsibilities Section of the PMF.
Sources of Documentation

The link between the actual work performed and the assigned rating for each expectation is made when the rating is supported by documentation. The primary sources of documentation are:

- the manager's **first-hand observations and measurements**;
- actual employee **products** or **reports** of the employee’s work throughout the year;
- the manager's performance **diary entries** concerning the above;
- the **interim review(s)** of the employee’s work (MRFs and other reviews);
- employee's **self-evaluation** (if used);
- information from **clients and customers**;
- information from **other supervisors** who know the employee's work.

Multiple sources

- will help to ensure a **sufficient amount** of information, and
- will serve as a **cross-check**.

Supervisors, therefore, are encouraged to collect information from as many sources as possible. If feedback is consistent from more than one source, it should be considered reliable.
Assign a Rating to Each Performance Expectation

Using your documentation, assign a rating value to each performance expectation on the plan using a three-level rating scale:

- Did Not Meet Expectations
- Met Expectations
- Exceeded Expectations

The performance expectations for all of the different types of responsibilities -- regardless of whether a responsibility is marked "critical" or not -- should be evaluated in the same way: actual performance compared to the expectations and measures identified during the planning meeting.

Remember also, that "100% performance expectations" can only receive a "Met" or "Did Not Meet" value -- they cannot be "Exceeded."

At the end of this step, each of the employee's expectations for all of his/her responsibilities should have been assigned a rating value.
STEP #2: DETERMINE RESPONSIBILITY RATINGS

NOTE:

- To facilitate this discussion of the Evaluation Phase, the words "responsibility" and "responsibilities" will be understood to include all four types:
  
  Job Responsibilities
  Individual Responsibilities
  Statewide Responsibilities
  The Performance Management Responsibility

- The same procedure is used for determining the rating for each of the four types.

- The decision to use or not use the Statewide Responsibilities is made by each agency.
Evaluating: Step #3

For each rated responsibility, write in behavioral terms a description of the employee’s work over the performance year in question that will explain and support the rating for that responsibility.

STEP #3: WRITE EVALUATION COMMENTS IN BEHAVIORAL TERMS

Why must comments be written?

Should comments be written for a rating of “Met Expectations”? Why or why not?
Some Benefits of Writing Comments for Met Expectations:

The supervisor will be evaluated on the results of the Performance Management Responsibility. Among other things, the accuracy, timeliness, and completeness of the employee’s PMF should be considered when rating the supervisor. Including comments about performance that Met Expectations would be evidence that could be used to support the evaluation of the supervisor.

Listed below are some other benefits of writing comments for Met Expectations:

- Employees know that their work was noticed and was important enough to document.

- The supervisor will be able to reinforce those behaviors and results that add value to the organization and the organization's customers.

- Supervisors will have specific examples to use with borderline employees to stimulate enhanced performance and to provide stretch goals.

- The record of the unit’s work is more complete. This could be very helpful to supervisors responsible for reporting progress towards unit or division goals.

- If challenged, the supervisor will have evidence to support the rating.

- The PMF is the official record of an employee's performance. Decisions are often made based on the information contained in the PMF, e.g., promotions, transfers, project teams, training, creation of new work units.
Actual Performance Comments:

The comments that fill the Actual Performance column on the PMF should express the supervisor's:

- **Conclusions about the employee's work.**
- **Supporting statements** (reasons why that conclusion is accurate).

**Descriptive language** is the support that conclusions need; it is what proves that the comments are job-related and behavior-based.

It will also help the employee recall **specific incidents** that were the foundation of the supervisor's entries in the performance diary. Remember: if the diary entries are made in **specific** and **descriptive** terms, they will be easily connected with the original incident.

In Performance Evaluation, the performance comments must support the rating. It may be helpful to think of it this way:

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The description of the employee's work is the support. ➔ The rating is the conclusion.
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There is no room for descriptions that are limited to "nice" or "good" or other vague terms. Documentation of employee behavior must be:

- **specific**—Describes how particular tasks are carried out.
- **job-related**—Describes contributions to the pursuit of the unit's mission.
- **behavior-based**—Describes the employee's actions and their results.

There must also be **enough** documentation to support a conclusion and **fairly** represent the total work accomplished by the employee during the performance period.
Use of Trait-Based Terms

Very often employee performance on quantifiable expectations is simple to describe and justify, as in the following example.

**Job Title: Mechanic**

<table>
<thead>
<tr>
<th>Performance Expectations</th>
<th>Actual Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. On a monthly average throughout the year, completes 25-30 brake jobs on state vehicles.</td>
<td>1. Betty performed, on the average, 34.5 brake jobs per month -- clearly exceeding the prescribed expectations</td>
</tr>
<tr>
<td>2. No more than 7 time in a year do customers return state vehicles for inadequately performed brake jobs within 30 days of brake jobs having been performed by mechanic.</td>
<td>2. Only 2 vehicles during the entire year were returned for brake maintenance during the 30-day period after Betty originally repaired them. This is also an example of quality performance at the Exceeds level.</td>
</tr>
</tbody>
</table>

However, there are also those kinds of expectations which are difficult to quantify and which must be judged by the supervisor using describable, written criteria. An example of such "trait-based" language can be seen in the underlined words from the following example taken from the Statewide Responsibility of Teamwork.

**Teamwork**

<table>
<thead>
<tr>
<th>Performance Expectations</th>
<th>Actual Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicates accurate information to others in a professional and courteous manner; conveys a willingness to assist.</td>
<td>1. Throughout the year Betty volunteered to assist others 12 times after completing her own work.</td>
</tr>
<tr>
<td>2. Shows consideration for others; works cooperatively with any co-worker, provides constructive feedback without undue criticism of others; displays appreciation of differences in approaches, personalities, and viewpoints of others.</td>
<td>2. Teammates awarded her an informal &quot;Skunk Award&quot; for being the most likely to pitch in during a crisis.</td>
</tr>
<tr>
<td></td>
<td>3. I could always count on Betty to provide me very timely feedback on policy matters which I needed the group's input about.</td>
</tr>
<tr>
<td></td>
<td>Betty's performance and behavior exceeded my expectations concerning Teamwork.</td>
</tr>
</tbody>
</table>

If trait-based terms, such as "dependable," "reliable," "mature," or "loyal" are used, the supervisor must explain what is meant by them by including specific, job-related, and behavior-based examples.
These terms can be difficult for a reviewing manager to understand, especially if they are not explained by examples of the employee's work or behavior. What, for example, could the term "Reliable" mean?

- The supervisor who writes "Reliable" might be referring to the timeliness or thoroughness with which the employee accomplishes tasks. This comment, then, would be about how the employee met responsibilities.

- But, if the supervisor were referring to the employee's excellent attendance record, the comment would be about how the employee met Terms and Conditions of Employment.

Once you begin to explain the use of this type of term, you must remember to keep separate the performances they refer to.

Certain stock phrases such as, "a credit to the agency" or "head and shoulders above the others," are equally meaningless unless they are linked to specific job performance.

**REMEMBER THIS**

The same principles that apply to writing the Actual Performance comments should be applied to writing the performance diary entries.
STEP #4: DETERMINE THE OVERALL RATINGS

What is the significance of the overall ratings?

How many overall ratings are there?
Overall Ratings

The overall ratings are indicators of how the employee is performing with regard to:

- all responsibilities
- Terms and Conditions of Employment

The ratings are an important statement about the employee's level of productivity over the performance year. The ratings determine whether or not an employee receives a salary increase and the lump sum payment. These ratings are statements communicated to the employee and the organization.

Important

- No exception will be made to the policy that governs the salary increase. If an employee receives an overall rating of Did Not Meet Expectations for either the Responsibilities Section or Terms and Conditions of employment, the employee will not be eligible for an increase or the lump sum payment.
Arriving at the Overall Rating—Key Points

- The only true bit of measurement that happens in performance management happens at the level of performance expectations. It happens when the supervisor, throughout the year and at the end of the year, compares the employee's actual performance with the written expectations and assigns a rating value (Met, Exceeded, Did Not Meet) to each Performance Expectation based on that comparison and judgement.

- Finally, comments are written in behavioral and results-based language to justify each responsibility rating in terms of how the employee Met, Exceeded, or Did Not Meet the expectations for that responsibility.

Remember:

- Any system that categorizes or prioritizes responsibilities must be decided upon and communicated to the employee at the beginning of the performance period. It is a part of the Planning Phase.

- Any additions or changes to the agreement that become necessary during the period must be communicated to the employee at the earliest possible time.
Rating the Terms and Conditions of Employment

The procedure for arriving at the overall rating for Terms and Conditions of Employment is the same as that for responsibilities, except that the rating scale is different:

- The supervisor judges the importance of the documentation for the expectations for each Term and Condition.
- A rating is assigned to each of the Terms and Conditions of Employment.
- Comments describing the employee's behavior and actions are written.
- The ratings are summarized into an overall rating for the Terms and Conditions of Employment Section of the PMF.

The expectations attached to the areas of Terms and Conditions are to be determined by the organization. Some expectations may need to be tailored to a specific work unit or even to a specific position.

The important thing for the supervisor to remember is to link the employee's actual behavior or actions to the Terms and Conditions of Employment required by the job.

During the performance period, it is as important to keep the employee up to date with regard to their adherence to the Terms and Conditions as it is for performance under the responsibilities. Periodic reminders are sometimes necessary to ensure that adherence will be within acceptable limits.

All incidents that do not meet the performance expectations should be carefully documented and brought to the employee's attention as soon after they occur as possible. The incidents should be documented in the performance diary.

In determining the final rating for each area, the supervisor will want to examine the documentation of the employee's behavior and ask questions like these to help discover the consequences of the employee's actions:

- What were the consequences of the employee's behavior in terms of cost?
• How did the employee's behavior affect the unit's mission? The division's? The department's?

• How were internal and external customers/clients affected?

• How were the other members of the work unit affected?

After a careful consideration of all the consequences, the supervisor assigns a rating to each area. Any incident or incidents that caused an area to be rated Did Not Meet Expectations should then be considered again when the overall rating is determined. It is possible that one instance of non-compliance could cause the overall rating to drop to Needs Improvement or even to Did Not Meet Expectations.

After the supervisor considers the consequences, the importance of the incident should be the deciding factor.
Evaluating: Step #5

Complete the *Performance Management Form* and submit it to Reviewing Manager.

**STEP #5: SUBMIT THE COMPLETED PMF TO THE REVIEWING MANAGER**

What is the general purpose of the PMF?

What else can the PMF be used for?
The amount of money available to fund salary increases depends upon a number of factors. Each year, the Governor submits budget recommendations for funding salary increases. After due consideration, the General Assembly approves or modifies the budget, then votes it into law. Listed below are some of the factors that are considered by the Governor, the General Assembly, and department heads:

- Georgia’s economy and tax revenues.
- Agencies cannot overspend their budgets for salary increases.
- Department heads may reduce increases across the board to stay within the Agency's budget.
- Agencies should never change employee ratings merely to balance the budget.

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**Performance-based Salary Increases**

The size of pay increases will vary with the level of performance achieved.

<table>
<thead>
<tr>
<th>Overall Performance Rating</th>
<th>Pay Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Expectations</td>
<td>Salary Increase</td>
</tr>
<tr>
<td>Exceeded Expectations</td>
<td>Additional Lump Sum Payment</td>
</tr>
<tr>
<td>Did Not Meet Expectations</td>
<td>No Salary Increase or Lump Sum Payment</td>
</tr>
</tbody>
</table>

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Evaluation—Key Points

- If the supervisor sufficiently documents the employee’s work performance throughout the year, there will be a solid basis for end-of-year ratings.

- The supervisor’s judgement can be a key factor in measuring the performance documentation against performance expectations containing measurement criteria of quantity, quality, cost, and timeliness.

- Comments should be written in a clear, simple manner using specific and measurable language describing behaviors or results.

- Overall ratings should reflect an accurate assessment of the employee’s efforts according to the facts recorded in the performance diary and the supervisor’s judgement.

- Reviewing manager must be aware of and agree with the comments and ratings before the Performance Management Form is sent forward.

- The employee must be given a copy of the completed PMF and be afforded an opportunity to prepare for the evaluation meeting.

- The supervisor will meet with each employee to discuss the evaluation.

- The employee completes the PMF by signing it and adding comments, if desired, in Section 8.
Conducting the Evaluation Meeting

This section is designed to help you:

- Explore problems commonly found in employee performance evaluation meetings.
- Prepare to conduct an effective performance evaluation dialogue with employees.

Action Steps for the Evaluation Meeting

Listed below are some action steps for conducting the Evaluation Meeting:

1. Take all information and documentation related to the employee’s performance to the meeting.

2. Begin by explaining that the purpose of the meeting is as follows:
   - To discuss the supervisor’s evaluation of the employee’s performance for the period.
   - To discuss areas of accomplishment and areas where improvement may be needed.
   - To develop plans to maintain or improve future performance.

3. Take notes to document the discussion and encourage the employee to do the same.

4. Emphasize to the employee that the meeting is a two-way conversation—a mutual problem-solving and goal-setting exchange.

5. Refer to the Performance Plan and review the performance expectations established at the beginning of the period, including any modifications that were made during the year.
6. Review the ratings for each responsibility—Job, Individual, Statewide, and the Terms and Conditions categories.

Where the employee's performance "Did Not Meet" expectations, the supervisor should be prepared to cite specific examples of the performance expected. Build on the employee's comments regarding problem areas—he or she generally knows what would help improve performance and can make recommendations. The supervisor should talk about the employee's strong points first, alternating and blending those points with discussion of the areas needing improvement.

7. Try to agree with the employee on appropriate action plans for improving performance.

Plans should spell out what is expected from both the employee and the supervisor. If the supervisor shows that he or she has a stake in the employee's performance, the individual will be more likely to accept improvement plans willingly.

10. Summarize the major points of the discussion.

11. Give the employee an opportunity to make additional comments.

12. Express confidence in the employee's desire to improve performance, and offer any assistance that might help the employee succeed.

13. Ask the employee to sign the form in the space indicated in Section 8.

   Explain that the signature indicates that the evaluation meeting took place and the employee understands the ratings he or she has received. A space is provided in Section 8 for any comments the employee wishes to record. If the employee refuses to sign because he or she disagrees with the rating, the supervisor should make a notation to that effect and outline the provisions of the review procedure for performance ratings. Whether signed or unsigned, the PMF should be filed in the employee's official personnel file.

14. Forward the completed PMF to the Reviewing Manager for signature. If the employee has refused to sign the evaluation or there have been any significant areas of disagreement, meet with the Reviewing Manager to discuss the situation.
It may be possible to resolve any disagreement between the supervisor and the employee in a joint meeting with the Reviewing Manager, without the employee resorting to the formal review process.

15. Follow departmental policy for distribution and filing of PMF copies.
Evaluation Meeting—Key Points

Discussions about work performance can create some anxiety for both the employee and the supervising manager. When a supervisor anticipates that a discussion may be especially sensitive, the anxiety may increase. Planning an effective approach for the discussion is an important step. Listed below are some things that should help make your meetings more effective:

- Use self-appraisal techniques.
- Share perceptions and observations with the employee.
- Accept employee's ideas.
- Focus on work performance and not personality.
- Have clear, well-defined work expectations.
- Use agreed-upon performance expectations to evaluate work.
- Talk with the employee during the evaluation period to share information about the employee's work.
- Give positive and corrective feedback. Use praise when expectations are met.
- When problems happen, deal with them as they occur.
- Avoid labels when discussing behavior. Instead, focus on specific behavior and the performance expectations. Be able to support your conclusions with direct observations.