



# Setting the Expectation for Success: Performance Management & Appraisal System

Supervisor's Guide

## **PROCESS OVERVIEW**

Setting the Expectation for Success: Performance Management & Appraisal System emphasizes the following points:

- Collaboration between supervisors and employees in defining job duties and responsibilities.
- Teamwork between supervisors and employees in setting up job-related measures of successful job performance expectations.
- Frequent discussions between supervisors and employees about the job and job performance.
- An overall performance rating.
- Supervisors trained to use the process correctly.

Employees can only do their jobs well when they know what they are expected to do and receive frequent and accurate information on how well they are doing. The Performance Management Process is a continuous process of communicating expectations and providing constructive feedback to your employees. Refer to Civil Service Rule 12 for further details on awarded salary increases, Performance Improvement Program, changes in performance review dates, and supervisor changes.

## **PERFORMANCE REVIEW PERIOD MILESTONES**

**Performance Planning Meeting:** This meeting occurs approximately 2 weeks prior to the start of the review period. At this meeting the supervisor and employee discuss, identify and document how the employee's job performance will be evaluated in relation to the Core Values and the performance expectations for the upcoming review period.

**Mid-Term Meeting:** This meeting occurs halfway through the review period. The purpose of this meeting is for the supervisor to share with the employee observations about the employee's job performance during the first-half of the review period. The employee can share their self-evaluation with the supervisor during this phase in the performance review cycle.

**End-of-Term Meeting:** This meeting occurs at the end of the review period. Approximately 2 weeks prior to this meeting, the supervisor completes the end of term review which is then reviewed by the Agency head. The supervisor and Agency head collaborate to finalize the review. Once finalized, the supervisor and employee meet to discuss the review. The employee can share their self-evaluation with the supervisor during this phase in the performance review cycle.

**Management Review and Final Approval:** The employee's performance report and self-evaluation are formally reviewed and signed by the Agency head who signs and dates the performance report.

## **Performance Report**

The performance report can be found on the Civil Service Board Office website [hccsb.org](http://hccsb.org) and then by navigating to Forms > Documents for the Current System. The report is tailored, by the supervisor with input from the employee, to fit each job. Supervisors tailor the report by creating performance expectations that are based on the most important job duties or agency/department goals for that employee. Performance expectations are explained, in detail, later in this document.

There are three versions of the Performance Appraisal form-one in Microsoft Word, one in Microsoft Excel and one in Adobe PDF. The supervisor can use whichever type of document he/she is more comfortable using. The Word version allows for the supervisor to write lengthier comments since the boxes expand to fit the content. The Excel version has calculations built in and automatically copies expectations from Section II Mid-Term to Section II End-of-Term. It also includes a tab with a database of performance expectations that may be customized and used by supervisors to evaluate employee performance (see Database of Performance Expectations section). Both the Word and Excel versions are meant for those supervisors who will be completing the evaluations using a computer. The Adobe PDF version is meant for those who want to print out the form and fill it in by pen. No matter which form is being used, it is ultimately the supervisor's responsibility to ensure the calculations are correct.

The Performance Report has ***six pages***:

- **PAGE 1: General Info & Acknowledgement** provides space to identify general information about the employee and supervisor, the purpose of the review, and areas to sign and date showing that the Performance Planning Meeting took place. The five-point rating scale used throughout the process is also included on this page.
- **PAGE 2: Mid-Term Section I: Core Values & Key Behaviors** provides space for the supervisor to rate the employee's performance in relation to the Core Values of the organization based on job performance observed during the first half of the review period.
- **PAGE 3: Mid-Term Section II: Job Performance Expectations** provides space for the supervisor to document performance expectations (completed as part of the planning meeting) and rate the employee's job performance during the first half of the review period.
- **PAGE 4: End-of-Term Section I: Core Values & Key Behaviors** provides space for the supervisor to rate the employee's performance in relation to the Core Values of the organization based on job performance observed during the entire review period.

- **PAGE 5: End-of-Term Section II: Job Performance Expectations** provides space for the supervisor to write the same performance expectations from the Mid-Term Section II and rate the employee's job performance during the entire Review Period and make comments.
- **PAGE 6: Overall Rating** provides space to write of the Sum from End-of-Term Sections I and II. There is also a guide to help determine the Final Overall Rating. The Suggested Overall Rating is calculated based on the Total and a space is provided to type in the actual Final Overall Performance Rating. Space is provided for the supervisor, employee, and Agency head to sign and date. Space is also provided for employee comments.
- **Self-Evaluation Form** is an optional part of the Performance Management Process. Space is provided on the Self-Evaluation Report for employees to document their significant achievements during the review period.

## **Core Values**

The Core Values are attributes supported by specific behaviors that employees of Hillsborough County are expected to demonstrate throughout their job performance. It is considered the “way we do business” for Hillsborough County. There are four Core values:

- **Customer Commitment**  
Proactively seeks to understand the needs of our customers and provide the highest standards of service
- **Organizational Excellence**  
Takes ownership for excellence through one’s personal effectiveness and dedication to the continuous improvement of our operations
- **Success through Teamwork**  
Collaborates and builds partnerships through trust and the open exchange of diverse ideas and perspectives to achieve organizational goals
- **Dedication to Professionalism and Integrity**  
Demonstrates and promotes fair, honest, professional and ethical behaviors that establishes trust throughout the organization and with the public we serve

## **Performance Expectations**

A performance expectation is a stated measure of the level of performance the employee is expected to achieve, or the objective the employee is expected to accomplish. It should be clear and explainable. If the supervisor cannot explain the desired performance, the employee should not be evaluated on that expectation.

At least 3, but no more than 7, performance expectations should be used on Section II of the Mid-Term and End-of-Term. Performance expectations are consistent the employee’s major job duties and the agency’s goals and objectives.

The following are guidelines on how to write an effective Performance Expectation:

1. Start with an action verb
2. Identify a single key result for each objective
3. Identify constraints – cost, dollars, time, materials and equipment,
4. State verifiable criteria that will demonstrate that the goal has been achieved
5. Ensure that the goal is controllable by the individual
6. Determine how progress will be measured and how feedback will be obtained and provided.

Once the supervisor writes a draft of the performance expectation, he/she can use the SMART approach as a “test” of the expectation to tell if it is structured properly by asking, “Is it?”

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**esult-focused
- **T**ime oriented

Below is an example of creating expectations from job responsibilities:

| Job Duty                                                                                                                                                                                                   | Vague Performance Expectations                                                                                                                                                                                           | SMART Performance Expectation                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Coordinates support services personnel, hires adequate staff and schedules assignments to ensure the smooth operation of events, functions and services.</li> </ul> | <ul style="list-style-type: none"> <li>Assist in finalizing all event logistics earlier than in the past</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Develop a more comprehensive process for monitoring planning of events and alerting appropriate parties on milestone achievements or slippage. Develop and implement no later than March 1, 2017</li> </ul>                                                         |
| <ul style="list-style-type: none"> <li>Compiles event status reports for the group on a quarterly basis</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>Improve accuracy and time required to generate status reports</li> <li>Improve clerical skills to enhance individual capabilities for providing administrative support</li> </ul> | <ul style="list-style-type: none"> <li>Ensure data contained in expense reports is 100% accurate</li> <li>Deliver reports to the group no later than 2 weeks after each quarter ends</li> <li>Take an MS Office class or self-study course to build skills and capability in using the software</li> </ul> |
| <ul style="list-style-type: none"> <li>Prepares reports and other necessary correspondence for stakeholders about past events</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>Assist in developing more interesting events for alumni process for event planning</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>Work with events staff to develop and conduct an on-line survey of alumni to determine their interest in different types of events. Analyze and present findings to Events Coordinator no later than February 15, 2017</li> </ul>                                   |

## **Database of Performance Expectations**

In order to facilitate the writing of performance expectations, a database of suggested performance expectations has been created in an Excel spreadsheet and can be found on the Civil Service Board Office website [hccsb.org](http://hccsb.org). These expectations are based off of the major job duties found on the 500+ classified class descriptions and there are approximately five expectations per job class. These performance expectations can be used either verbatim or be modified to suit the supervisor's needs and serve as a template, framework, or jumping off point.

The following example shows how a supervisor can change certain wording from the expectation in the library to customize the performance expectation on the appraisal:

### ***Expectation found in the Library:***

Organizes major administrative programs while adhering to the budget with 100% accuracy. Organizes monthly administrative program, makes copies needed, verifies attendees, and books catering service 72 hours in advance.

### ***Customized on the employee's appraisal form:***

Organizes major administrative programs while adhering to the budget with 95% accuracy. Organizes quarterly administrative program, makes copies needed, verifies attendees, and books catering service 2 weeks in advance.

Supervisors can search for expectations to use within the database by using the Find feature in Excel.

Team leads/supervisors can search the expectations database by using key words:

- Job Title (ex. Accounting Manager)
- Broad Category (ex. Communication)
- Occupational Series (ex. Professional)
- Key Words (ex. Presentations)

## **Overall Performance Rating**

The Overall Performance Rating is the average of Section I and II ratings given at the End-Of-Term. The Suggested Rating Scale is meant to provide guidance on the final Overall Performance Rating. The determination of the Overall Rating is a joint decision of the supervisor, Reviewer and the Agency head. **It is critical that the supervisor discuss the Overall Rating with the Reviewer and/or the Agency head prior to discussing it with the employee.** In all cases, the Agency Head shall have final approval authority for the Overall Rating.

In general, the following should be kept in mind when determining the Overall Performance Rating:

**Level 1: Performance Problem→hopefully very few employees**

*This employee does one or more of the following:*

- **Does not meet commitments**, does not do what they say.
- **Does not show up**, does not participate.
- **Work of poor quality**, late, incorrect, frequently needs rework.
- **Consistently below** expectations.
- **Negative impact** on people and team performance.

**Level 2: Low Performer→few employees**

*This employee does one or more of the following:*

- **Meets expectations**, but only just.
- **Needs direction** or explanation about the work required.
- **Does not generally contribute** extra effort or energy.
- **Does not generally share** knowledge.
- **Neutral impact** on people and team performance.

**Level 3: Solid Performer→most employees will be at Level 3**

*This employee does one or more of the following:*

- **Rarely does not meet expectations**, can be counted on.
- **Sometimes exceeds** expectations.
- **Sometimes contributes** additional value.
- **Does an excellent job**, as the job is defined.
- **Will go above and beyond** expectations when asked.
- **Generally positive impact** on people and team performance.

**Level 4: Excellent Performer→some employees**

*This employee does one or more of the following:*

- **Consistently exceeds** expectations.



- **Strategic thinker** – contributes new ideas, improvements, and suggestions.
- **Takes on additional work** to add more value without being asked.
- **Can take on big problems** or opportunities with minimal direction.
- **Regularly shares** knowledge.
- **Consistently has positive** people and team impact.
- **Does some of the Level 5 behaviors**, but not all of them, and not all the time.

### **Level 5: Exceptional Performer→the super stars, very few employees**

*This employee does almost all of the following consistently:*

- **Very strategic thinker** — redefines the job to meet evolving business needs.
- **Consistently raises and exceeds** expectations, does more than asked.
- **Finds efficiencies, reduces costs**, improves processes without being asked.
- **Solves big problems**, or finds new opportunities without needing direction.
- **Is known as an expert** by other employees.
- **Shares knowledge as a process**, mentors others regularly.
- **Helps others be more productive** by improving the work environment.
- **Communicates effectively** across and outside the organization.
- **Attracts additional support** and resources.
- **Personally invested** in helping the whole team perform better.

## **Feedback**

Supervisors should give their employees frequent helpful feedback about their work, results of their work, their contributions and the effectiveness of their working relationships. Feedback should be given as often as possible throughout the review period.

### **Observe employee's work performance:**

- Feedback about work performance should focus on specific, objective, factual work related information (who, what, where, when, how). Observe on-the-job behaviors, results, and teamwork.
- Be in a position to observe job performance first-hand whenever possible.
- When not able to be present to observe employee job performance, be sure that there is a plan for gathering information that is clearly understood by everyone involved and applied fairly.

### **Document Observations:**

- It is a powerful motivator when supervisors notice and track good performance and results, and is very useful at performance appraisal time.
- Record examples of employee job performance often using specific, objective, factual descriptors and store in each employee's working folder. The working folder should contain one or more of the following:
  - Evidence of significant results of employee performance (successful or indicating need for improvement)
  - Indicators of employee behaviors that you want to provide feedback about (positive or needing improvement)
  - Agreements
  - Decisions
  - Action plans

### **Give Frequent Feedback:**

- Most employees want to know how they are doing and what they can do to improve. Employees also appreciate it when supervisors notice good work and effort.
- To ensure that the feedback is perceived as helpful and meaningful, supervisors should focus on specific work-related, on-the-job behaviors, results, and teamwork.
- Give positive feedback frequently. Take the time to know what motivates your employees.
- Give constructive feedback as needed, in private and as close to the time of the behavior or occurrence as possible. Sometimes taking the time to get some emotional space is wise and welcome, but provide feedback as soon as possible.
- Before moving to problem-solving, check to see what employees thought the expectations were. Often, clarifying expectations will be all that is needed to ensure employee success.
- When giving feedback, always give employees a chance to talk about their performance. It is energizing and informative to hear their thoughts about how they were successful or why they got the results that they did.
- Avoid making negative statements that assess the employee's character, motivations, or psychological state. Statements like these are subjective and discouraging, and create defensiveness.

## **PROBATIONARY REVIEW PERIODS**

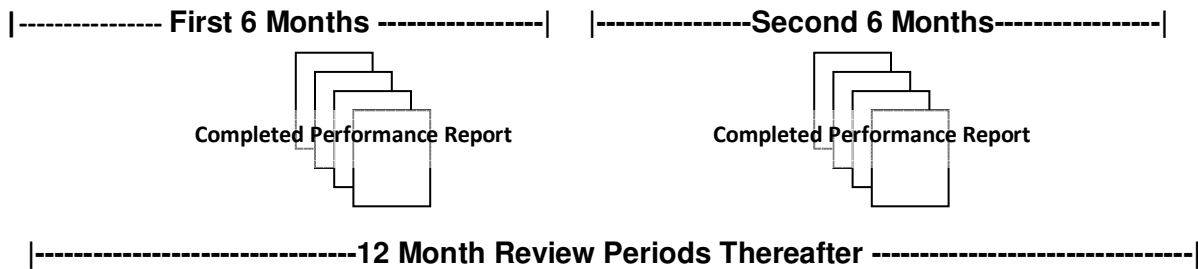
Initial probationary employees are evaluated on two separate performance reports during their first year of employment with the County. The first 6-month review period and performance report serves to evaluate the employee's suitability for the job and organizational fit. Initial probationary employees who meet expectations at the end of their first six months of employment become "tenured" under Civil Service rule. Those that do not meet expectations may be terminated or have their initial probationary period extended to allow for further evaluation. After the new hire successfully completes initial probation, his/her next review period will also be six months in length and documented on a new Performance Report. At the

successful completion of the second review period, the employee's review periods will be twelve months in length or until the employee is promoted.

Conditional probationary employees are evaluated during a six month Review Period and a Performance Report is submitted at the end of that time. The Review Period will then be 12 months in length.

The following graphics better illustrate the difference between Initial and Conditional Probationary timelines.

**Initial Probationary Employee:**



**Conditional Probationary Employee:**

