

City of Marshfield Performance Evaluation Process

Supervisor's Guide

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Rating Areas

- There are eleven rating areas for each evaluation (Supervisory and Non-Supervisory); plus two additional rating areas for supervisory employees. All employees will be rated in each of the rating areas:

✓ Knowledge/Learning	✓ Innovation/initiative
✓ Customer Service	✓ Work Culture/Diversity
✓ Productivity/Quality	✓ Employee Safety/Loss Control
✓ Accountability/Integrity/Availability	✓ Overall Performance Appraisal
✓ Planning	✓ Leadership Skills (<i>Supervisory Employees Only</i>)
✓ Communication Skills	✓ Budgeting Skills (<i>Supervisory Employees Only</i>)
✓ Cooperation/Teamwork	
- The descriptions provided for each of the rating areas aren't always going to be a perfect match, but a supervisor should take caution prior to discounting a particular section. The descriptions provided are meant to assist in the evaluation process, and it is expected that there will be slight deviation based on the nature of the employee's position.
- The evaluation form provides a description of the behaviors and traits that "meet expectations". The bar is set to a high level of individual performance, but still at a level that's attainable by the employee being evaluated.

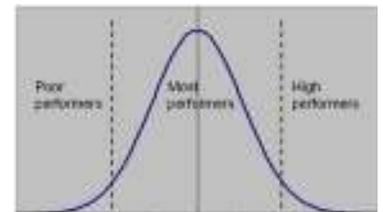
Performance Ratings

Performance Ratings	1 Unsatisfactory	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations	T/N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rating Scale:

- **Unsatisfactory**: Work performance is inadequate and inferior to the standards of performance required for the position. Performance at this level cannot be allowed to continue. The employee’s performance clearly and consistently fails to meet work requirements. In some cases the employee’s performance indicates unwillingness or inability to make the necessary improvements.
 - Note: A rating of “Unsatisfactory” warrants immediate attention. Depending on the category or nature of the unsatisfactory performance, corrective action may be necessary up to and including termination of employment. Regardless, any rating of “Unsatisfactory” requires a plan correction, which shall include regular, periodic reviews until the employee’s performance reaches a rating of “Meets Expectations”.
 - **Needs Improvement**: Does not meet the key requirements of the job. Excessive direction and follow-up are needed. Immediate improvement required. The employee’s performance often fails to meet work requirements. The employee has demonstrated some willingness or ability to improve performance that is less than satisfactory and requires that steps must be taken to improve performance. It characterizes an employee whose performance is below average.
 - Note: There are situations where this rating might not necessarily carry a negative connotation, but rather it could be seen as an appropriate coaching opportunity (e.g. probationary employees, employee assigned new duties, employee faced with learning new methods of doing old tasks, etc.)
 - **Meets Expectations**: Consistently meets all relevant performance standards of the job. The employee’s performance regularly meets work requirements. This rating is higher than the level of “Needs Improvement” since the employee usually demonstrates their willingness and ability to meet an acceptable level of performance. It characterizes an employee who does what is expected of them.
 - **Exceeds Expectations**: Meets the key requirements of the job in all areas and exceeds the requirements of the job in many areas. The employee’s performance regularly meets and often exceeds the work requirements. This rating is higher than the level of “Meets Expectations” since the employee demonstrates a desire and ability to exceed an acceptable level of performance. It characterizes a better than average employee who does more than what is expected of them.
 - **To New**: The employee is too new to the position to rate the category.
- **Perception of a “Meets Expectations” Rating**: Contrary to common belief, a rating of “Meets Expectations” should not carry a negative connotation. For example take a typical bell curve (*see graphic to the right*) where the overwhelming majority of employees comprise the center section of the curve. While, statistically speaking, there are extremely high performers—and low performers—they tend to be the exception rather than the rule. However, this system does not mandate distribution of performance ratings according to any statistical method. The examples given are meant only to illustrate the point that the ratings at the extremes will likely be the exception rather than the norm.

“If your goals are not specific, you’ll be trying to hit a moving target. If your goals aren’t measurable, you’ll have disagreement as to whether or not you’ve met them. If they aren’t attainable, you’ll only frustrate yourself and your staff trying to do something that can’t be done. If they’re not realistic, you won’t achieve “buy in.” If they’re not timely, you’ll find yourself trying to solve yesterday’s problems while today and tomorrow’s problems absorb all of your resources. Be SMART in your goal setting.”



- **Comments:** While detail/narrative is welcome but not necessary for each rating area, specific examples are required for ratings above or below “meets expectations”. The comments must relate directly to the checked level of performance. Supervisors should briefly describe aspects of the employee’s performance that are important or critical; positive or negative. Generally, supervisor’s comments should amplify or explain why or how you chose a particular level of performance.
 - **Employee Comments:** Employees are given the opportunity at the end of the evaluation process to respond in writing to the evaluation. Not only is this good practice, but it’s also a legal right in Wisconsin to ask an Employer to change an evaluation or disciplinary document, and, when the Employer refuses to make the requested change(s), then the Employer needs to physically attach the employee's written response to the personnel document.
- **Note for Rating Supervisory Employees:** The ratings for supervisory employees are not just based on the individual performance, but also the supervisor’s ability to model these behaviors to their customers.

Customers

- The definition of customer for purposes of the Performance Evaluation process is meant to be broad. Supervisors should engage in an in-depth discussion with the employee as to who might comprise the customer-base for the person being evaluated. Some examples of customer might include, but are not limited to the following: employees, co-workers, clients, vendors, alderpersons/committee members, the general public, other City staff, etc.

Goals

- **Performance Goals:**
 - **SMART Goals:** Follow the acronym S.M.A.R.T:
 - **Specific:** The goal should identify a specific action or event that will take place. The goal should attempt to answer the following key questions: Who, What, When, Where, Why, How.
 - **Measurable:** Describe the measurements to be used to determine that the results or outcomes expected have been achieved. In other words, how will both the supervisor and the employee know when the goal has been achieved?
 - **Attainable:** Goals should challenge people to do their best, but they need also be attainable.
 - **Realistic:** The goal should be able to be reached within the availability of resources, knowledge and time. Some factors, such as budget or staffing, may be out of the employee’s control.
 - **Timely:** Enough time to achieve the goal and not too much time, which can affect project performance. Ultimately, the timeline can be measured by the date of the next performance evaluation.
 - **Goal Setting:** To the extent possible, the establishment of goals should be a collaborative process between the employee and management. However, it is management’s discretion to establish performance goals for its employees.
- **Career Development:** Career goals are meant to engage the employee in how they would like to develop, as well as how the supervisor would like to see the employee develop. Some examples might include:
 - Attend relevant seminars or conferences;

- Continuing education;
- Take on a new assignment or project;
- Work with others who have mastered the skills the employee needs to improve on; and/or
- Serve on a City committee or task force.
- **Number of Goals Required:** The goals section has space for three goals. Every employee should have a minimum of one goal. That goal can be a department wide or individual goal. Supervisors are encouraged to challenge themselves and the employee with the establishment of appropriate goals.

Signatures

- All evaluations require the signature of the supervisor, employee, department head (if different than supervisor), and the Human Resources Manager.
 - **Supervisor:** The supervisor’s signature verifies that the entire evaluation process has been completed.
 - **Employee:** While the employee’s signature does not necessarily signify that the employee agrees with each and every rating, their signature does signify receipt of the document and that they have been given the opportunity to comment on the evaluation.
 - **Department Head:** The department head’s signature verifies that they have had the opportunity to weigh-in on the evaluation, provide quality control and/or consistency for the department, and that they concur with the ratings given for the employee’s performance.
 - **Human Resources Manager:** The Human Resource Manager’s signature verifies that the evaluation has been received by Human Resources, and allows for feedback/suggestions when it is appropriate.

Frequency

- The following are the requirements for performance evaluations:
 - **Staff Evaluations.** Each Department Head, or designee, shall evaluate their employees at least once per year on a form approved by Human Resources.

General Evaluation Tips/Guidelines

- Supervisors are reminded to be aware of, and follow, departmental procedures for conducting employee evaluations.
- Supervisors are urged to fairly and honestly evaluate their employees. It is important to remember that the evaluations are part of the permanent record and supervisors have to live with those evaluations. If a disciplinary issue develops and the employee has been rated at a higher level than is truly warranted, the evaluation may be troublesome in any proceedings that may follow.
- The evaluation is meant to be an assessment of the employee’s performance during the selected rating period and not for the employee’s entire career. An employee’s ratings may likely change from year to year. This type of situation should not necessarily be viewed in a negative light, but rather it should be a recognition that employee contributions to the department/organization may vary from evaluation-to-evaluation.
- While the evaluation is meant to summarize the performance for the rating period, there shouldn’t be any surprises in the evaluation. If issues arise during the course of the year that warrant corrective action—including discipline—they should be addressed as they occur and not solely as part of the evaluation.

- The evaluation is not a substitute for the coaching that should occur throughout the year. An ongoing dialogue with employees is important to not only maintain and encourage good performance, but also address poor performance issues early on.
- While not required, supervisors are encouraged to maintain notes throughout the year to assist with making the final evaluation more complete and meaningful.
- Departments with multiple supervisors should make all attempts to be coordinated with the supervisory team to minimize certain bias issues that can exist with performance evaluations. By agreeing on the general principles of applying this evaluation tool, the department can avoid future headaches associated with varying criteria from supervisor-to-supervisor.

Example: The “halo effect” refers to the tendency of supervisors to form a positive impression of an employee, and rate the employee highly on all rating areas even if the employee really doesn't deserve a high rating for each rating area. Conversely, the “horns effect” refers to the tendency of supervisors to form a negative impression of an employee, and rate the employee lower on all rating areas than would normally be the case.