

1. PERFORMANCE FACTORS

A. Quantity:

<p>Unacceptable <input type="checkbox"/></p> <p>Frequently produces less than the desired quantity.</p>	<p>Low Acceptable <input type="checkbox"/></p> <p>Often produces less than the desired quantity.</p>	<p>Mid Acceptable <input type="checkbox"/></p> <p>Produces an acceptable quantity of work as defined by the organization.</p>	<p>High Acceptable <input type="checkbox"/></p> <p>Sometimes produces more than is required.</p>	<p>Outstanding <input type="checkbox"/></p> <p>Consistently produces more than is required.</p>
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B. Quality, Accuracy, and Completeness of Work:

<p>Unacceptable <input type="checkbox"/></p> <p>Frequently produces work with errors and/or omissions. Responds to customer inquiries with incorrect information.</p>	<p>Low Acceptable <input type="checkbox"/></p> <p>Often produces work with errors and/or omissions.</p>	<p>Mid Acceptable <input type="checkbox"/></p> <p>Produces an acceptable quality of work as defined by the job description. The work is satisfactory, generally neat, and is usually without significant error.</p>	<p>High Acceptable <input type="checkbox"/></p> <p>Produces work that is thorough, neat, and accurate. The quality of work sometimes exceeds standards; produces high-quality work that may save time or resources.</p>	<p>Outstanding <input type="checkbox"/></p> <p>Always produces work that is thorough, neat, and without error. Performs in an exemplary way that is a model for others to follow.</p>
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C. Knowledge of Job Fundamentals:

<p>Unacceptable <input type="checkbox"/></p> <p>Displays a lack of basic job knowledge and skills. Requires frequent assistance from the supervisor for routine job skills. Unwilling or unable to learn job fundamentals.</p>	<p>Low Acceptable <input type="checkbox"/></p> <p>Displays gaps in basic job knowledge and skills. Requires additional supervision or help to complete the job properly. May occasionally display resistance to learning.</p>	<p>Mid Acceptable <input type="checkbox"/></p> <p>Displays an acceptable level of job knowledge and skills and uses it appropriately to accomplish work tasks. Seeks out supervision as necessary to complete the job properly. Displays a willingness to learn.</p>	<p>High Acceptable <input type="checkbox"/></p> <p>Usually displays well-developed job knowledge and skills. Requires minimal supervision in order to complete the job properly. Maintains an open learning attitude.</p>	<p>Outstanding <input type="checkbox"/></p> <p>Consistently displays in-depth knowledge and skills. Uses the historical perspectives relevant to the job to make the job more efficient. Actively seeks to enhance job knowledge and understanding.</p>
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D. Judgment Shown on Job:

<p>Unacceptable <input type="checkbox"/></p> <p>Rarely or never identifies relevant issues; judgment not reliable.</p>	<p>Low Acceptable <input type="checkbox"/></p> <p>Has difficulty identifying the full range of relevant issues; frequently does not show good judgment.</p>	<p>Mid Acceptable <input type="checkbox"/></p> <p>Usually identifies relevant issues; usually shows good judgment.</p>	<p>High Acceptable <input type="checkbox"/></p> <p>Consistently identifies relevant issues; shows good judgment in complex matters.</p>	<p>Outstanding <input type="checkbox"/></p> <p>Consistently Identifies and interprets all issues and impacts with exceptional skills.</p>
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E. Initiative (willingness and ability to carry out new assignments, ability to meet deadlines, and independence of performance):

Unacceptable <input type="checkbox"/>	Low Acceptable <input type="checkbox"/>	Mid Acceptable <input type="checkbox"/>	High Acceptable <input type="checkbox"/>	Outstanding <input type="checkbox"/>
Lacks initiative, needs constant or continued prodding and oversight from supervisor to complete tasks. Frequently misses deadlines. Unwilling or unable to carry out new tasks and accept change.	Sometimes requires a supervisory push. Requires more oversight than expected from supervisor. Occasionally misses deadlines. Sometimes unable or unwilling to carry out new tasks and accept change.	Does what is assigned and is generally a self-starter. Requires appropriate oversight. Rarely misses deadlines. Generally willing and able to accept and enact changes and new tasks.	Asks for new assignments if caught up; assumes responsibility to get job done. Generally works independently. Never misses a deadline. Always willing and able to accept and enact changes and new tasks.	Frequently identifies new projects. Works independently with virtually no oversight. Never misses a deadline and tends to complete tasks early. Very adaptable to new tasks and challenges.

F. Attitude toward Job (as demonstrated by behavior):

Unacceptable <input type="checkbox"/>	Low Acceptable <input type="checkbox"/>	Mid Acceptable <input type="checkbox"/>	High Acceptable <input type="checkbox"/>	Outstanding <input type="checkbox"/>
Frequently fails to return emails and phone calls, does not accept personal responsibility for performance, and frequently shirks work responsibilities. Requires constant supervisory follow-up. Is rarely dependable or reliable. Often displays a lack of interest in or regard for assigned role.	Often does not return emails and phone calls in a timely manner, occasionally fails to follow through with commitments, and may occasionally shirk work responsibilities. Requires supervisory follow-up and may cut corners to complete a task. Sometimes displays a lack of interest in or regard for assigned role.	Generally returns emails and phone calls within acceptable timeframes, follows through with commitments, and displays ownership of work. Works with minimum supervision and can be counted on to carry out assignments. Accepts assigned role in the organization.	Consistently displays a high level of responsiveness to clients. Takes personal responsibility for performance and where appropriate. Requires very little supervision and focuses on doing the job right, not just on getting it done. Readily accepts new assignments.	Always displays a high level of responsiveness to clients and promotes a client service orientation in others. Very rarely requires supervisory follow-up, and consistently carries out new assignments. Is thoroughly dependable and reliable. Displays infectious enthusiasm for role.

2. WORK HABITS

A. Attendance:

<p>Unacceptable <input type="checkbox"/></p> <p>Documented leave abuse during rating period. Failure to notify supervisor of absences. Frequent failure to secure approval of vacation or days off.</p>	<p>Low Acceptable <input type="checkbox"/></p> <p>Leave usage is considerable and may demonstrate patterns (e.g. Mondays/Fridays). Vacations/days off are not often prearranged, and impact work unit.</p>	<p>Mid Acceptable <input type="checkbox"/></p> <p>Average leave usage. Some impact on work unit. Vacations/days off tend to be but are not always prearranged.</p>	<p>High Acceptable <input type="checkbox"/></p> <p>Minor impact on work unit. Vacations/days off are fairly well prearranged to minimize impact on work unit.</p>	<p>Outstanding <input type="checkbox"/></p> <p>Minimal Leave usage. Vacations/days off are almost always prearranged to eliminate impact on work unit.</p>
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B. Punctuality:

<p>Unacceptable <input type="checkbox"/></p> <p>Consistently tardy. Failure to notify supervisor of considerable lateness.</p>	<p>Low Acceptable <input type="checkbox"/></p> <p>Frequently tardy. May work outside regularly scheduled hours without prior approval.</p>	<p>Mid Acceptable <input type="checkbox"/></p> <p>Occasionally tardy.</p>	<p>High Acceptable <input type="checkbox"/></p> <p>Rarely tardy.</p>	<p>Outstanding <input type="checkbox"/></p> <p>Never tardy.</p>
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C. Appearance and Grooming:

<p>Unacceptable <input type="checkbox"/></p> <p>Unkempt or disheveled appearance. Clothing unclean or in disrepair. Complaints from others about hygiene.</p>	<p>Low Acceptable <input type="checkbox"/></p> <p>Appearance sometimes unkempt or disheveled. Clothing occasionally unclean or in disrepair.</p>	<p>Mid Acceptable <input type="checkbox"/></p> <p>Usually follows office dress protocol. Grooming is generally appropriate for the position.</p>	<p>High Acceptable <input type="checkbox"/></p> <p>Appearance and grooming are entirely appropriate at all times.</p>	<p>Outstanding <input type="checkbox"/></p> <p>Appearance and grooming are always impeccable and beyond the required protocol.</p>
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D. Safety:

<p>Fail <input type="checkbox"/></p> <p>(Unacceptable/Low-acceptable)</p> <p>Caused accidental damage to persons or department property. Did not identify safety concerns; judgment not reliable.</p>	<p>Pass <input type="checkbox"/></p> <p>(Mid Acceptable and higher)</p> <p>Did not cause accidental damage to persons or department property. Identified safety concerns; judgment is reliable.</p>
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3. Interpersonal Relationships

A. Consideration of Public and Co-workers:

Unacceptable <input type="checkbox"/>	Low Acceptable <input type="checkbox"/>	Mid Acceptable <input type="checkbox"/>	High Acceptable <input type="checkbox"/>	Outstanding <input type="checkbox"/>
<p>Ineffective in working with others individually and/or in a team environment. Displays behavior that others perceive as rude or unhelpful. Displays a clear lack of respect and professionalism.</p>	<p>Occasionally has difficulty getting along with others and/or working in a team environment. Displays inconsistent consideration of others; not tactful. Does not consistently display respect and professionalism.</p>	<p>Cooperates with others. Works well in a team environment. Displays tact in dealing with difficult people. Professional and helpful. Displays respect and professionalism for the majority of the time.</p>	<p>Consistently works in harmony with others. Very good team worker. Works to problem-solve and find solutions to interpersonal issues. Consistently professional and helpful. Consistently displays respect and professionalism.</p>	<p>Extremely successful in working with others. Demonstrates exceptional skill in handling difficult people. Adept at working towards creating a harmonious working environment. Always respectful and demonstrates exceptional professionalism.</p>

B. Acceptance of Supervision:

Unacceptable <input type="checkbox"/>	Low Acceptable <input type="checkbox"/>	Mid Acceptable <input type="checkbox"/>	High Acceptable <input type="checkbox"/>	Outstanding <input type="checkbox"/>
<p>Limited or no cooperation with supervisor and/or management. Displays unwillingness to perform as instructed. Displays defensive attitude toward constructive criticism and feedback.</p>	<p>Occasionally has some difficulty in cooperating with supervisor and/or management. Occasionally displays unwillingness to perform as instructed. Has some difficulty in accepting constructive criticism and feedback.</p>	<p>Cooperates with supervisor and/or management without major issue. Tries to perform as instructed. Accepts constructive criticism and feedback.</p>	<p>Consistently cooperates with supervisor and/or management. Seeks out opportunities for improvement and welcomes constructive criticism and feedback.</p>	<p>Enthusiastically cooperates with supervisor and/or management. Consistently seeks out opportunities for improvement.</p>

4. Supervisory (for supervisory employees only) NA

A. Training and Directing Subordinates:

<p>Unacceptable <input type="checkbox"/></p> <p>Causes employee dissatisfaction; does not provide direction to employees, even when asked to do so; does not assist employees in developing their skills; is unaware of or does not promote developmental opportunities for employees within the organization.</p>	<p>Low Acceptable <input type="checkbox"/></p> <p>Provides limited direction to employees; employees do not work as a team; focused more on day-to-day operations rather than motivating staff; assists some employees in reaching their career goals but not others; does not meet regularly with employees to discuss their development; supervision style does not allow employees to learn as they work.</p>	<p>Mid Acceptable <input type="checkbox"/></p> <p>Works to develop a team; provides clear direction so that team members can be effective on the job; is respected as a team leader; meets regularly with employees to discuss ways to develop their skills; knows the career aspirations of each employee.</p>	<p>High Acceptable <input type="checkbox"/></p> <p>Leads and develops strong teamwork; provides clear direction to others; appropriately allows them to make their own decisions and mistakes; offers suggestions and tools to help employees develop their skills and achieve their goals, including the development of personal action plans and written goal statements.</p>	<p>Outstanding <input type="checkbox"/></p> <p>Inspires a high level of loyalty of employees evidenced by their commitment and staff motivation; considered an organizational leader and mentor; serves as a mentor in guiding employees to develop their job-related skills; advocates education and training for all employees.</p>
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B. Evaluating Subordinates:

<p>Unacceptable <input type="checkbox"/></p> <p>Performance evaluations are not timely and/or accurate. Does not keep appropriate documentation; does not communicate performance expectations to employees.</p>	<p>Low Acceptable <input type="checkbox"/></p> <p>Performance evaluations are not completed on time; documentation is not complete; employees are confused or unclear about performance expectations; employee goals are not specific or measurable.</p>	<p>Mid Acceptable <input type="checkbox"/></p> <p>Performance evaluations are completed on time; performance expectations for employees are fairly clear and well-articulated but could use more specific information.</p>	<p>High Acceptable <input type="checkbox"/></p> <p>Uses the evaluation process as a developmental tool for employees; performance evaluations are complete and on time and were prepared with some input by the employee; expectations for performance are clear to all employees.</p>	<p>Outstanding <input type="checkbox"/></p> <p>Uses the evaluation process to motivate employees and as a career development tool; clearly expresses expectations and indicates on the evaluation when the employee has met those expectations; always completes performance evaluations on time.</p>
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C. Planning and Organizing work (including delegating) and Cost Effectiveness:

<p>Unacceptable <input type="checkbox"/></p> <p>Does not plan ahead or consider organization's goals; failure to organize or prioritize work effort; deadlines not met; does not delegate. Lack of planning causes significant additional costs.</p>	<p>Low Acceptable <input type="checkbox"/></p> <p>Inadequate preparation for projects; sometimes overlooks organization's goals; sometimes fails to meet deadlines; takes on additional tasks that interfere with the workload; assigns wrong work tasks or fails to assign tasks to others. Occasionally, lack of planning may cause increased costs.</p>	<p>Mid Acceptable <input type="checkbox"/></p> <p>Reasonable and sufficient planning to meet project needs; goals consistent with organization's; priorities set to meet important deadlines; assigns appropriate work tasks to be handled by others. Planning allows for no significant unforeseen costs.</p>	<p>High Acceptable <input type="checkbox"/></p> <p>Thorough planning with insight into future needs; assists in department's goal setting; prioritizes work and is often ahead of schedule; creates goals for each employee; frequently assigns appropriate work tasks to others to meet goals and objectives and promote growth. Planning allows for reduced costs.</p>	<p>Outstanding <input type="checkbox"/></p> <p>Innovative planning providing for effective uses of resources; organizational and departmental goals integrated to enhance project results; reprioritizes to meet unforeseen circumstances; typically delegates challenging tasks to others. Planning allows for significantly reduced costs.</p>
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D. Problem-solving and Decision-making ability:

<p>Unacceptable <input type="checkbox"/></p> <p>Unwilling and/or relies on others to make decisions; decisions are frequently incorrect or not based on facts; decisions adversely affect other work areas. Decisions are frequently not justified and are indefensible.</p>	<p>Low Acceptable <input type="checkbox"/></p> <p>Demonstrates little confidence in own decision-making ability; decisions may not be arrived at in a timely manner; impacts of decisions may not be considered thoroughly. Decisions may not be logically based.</p>	<p>Mid Acceptable <input type="checkbox"/></p> <p>Makes good decisions within an appropriate time frame; analyzes facts and draws conclusions in a satisfactory manner; considers impacts of decisions on other work areas; considers agency values when making decisions.</p>	<p>High Acceptable <input type="checkbox"/></p> <p>Evaluates data quickly and accurately; makes logical conclusions supported by facts; foresees potential problems and considers alternatives; considers agency values when making decisions.</p>	<p>Outstanding <input type="checkbox"/></p> <p>Innovative decision-maker regardless of complexity; considers long- and short-term consequences; assists others in decision making; always uses agency values to guide decisions. Consistently uses a systems-thinking approach and considers all potential intended and unintended impacts.</p>
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E. Affirmative Action Achievement and Labor Contract Administration:

<p>Fail <input type="checkbox"/></p> <p>(Unacceptable/Low-acceptable)</p> <p>Hiring and employment decisions are sometimes not justified and are indefensible. Affirmative action goals and collective bargaining agreements are ignored.</p>	<p>Pass <input type="checkbox"/></p> <p>(Mid Acceptable and higher)</p> <p>Hiring and employment decisions are justified and defensible. Considers affirmative action goals and collective bargaining agreements without major issues.</p>
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