



STATE CIVIL SERVICE
COMPREHENSIVE PUBLIC TRAINING PROGRAM



Effective Performance Evaluations

Course Manual

Revised 6.13.2018

EFFECTIVE PERFORMANCE EVALUATIONS

COURSE DESCRIPTION

The Performance Evaluation System is a year-round program of planning, coaching, and reviewing to help employees develop their skills and expertise in their positions and work toward their career goals with the State of Louisiana.

OBJECTIVES

By the end of the workshop, attendees will be able to:

- Develop a year-round performance management program.
- Apply a standardized system to ensure consistent, objective, and productive performance evaluations.
- Create appropriate documentation for all stages of the employee lifecycle.

PERFORMANCE EVALUATION SYSTEM (PES)



The Performance Evaluation System (PES) is a year-round process to plan, monitor, and review employees' performance and contributions to the organization's mission. By making this a collaborative effort between the supervisor and employee, PES can be a positive and productive experience that ensures employees are equipped for success in their positions.

PERFORMANCE PLANNING

The planning phase includes identifying performance objectives, discussing career goals, and identifying development opportunities for employees.

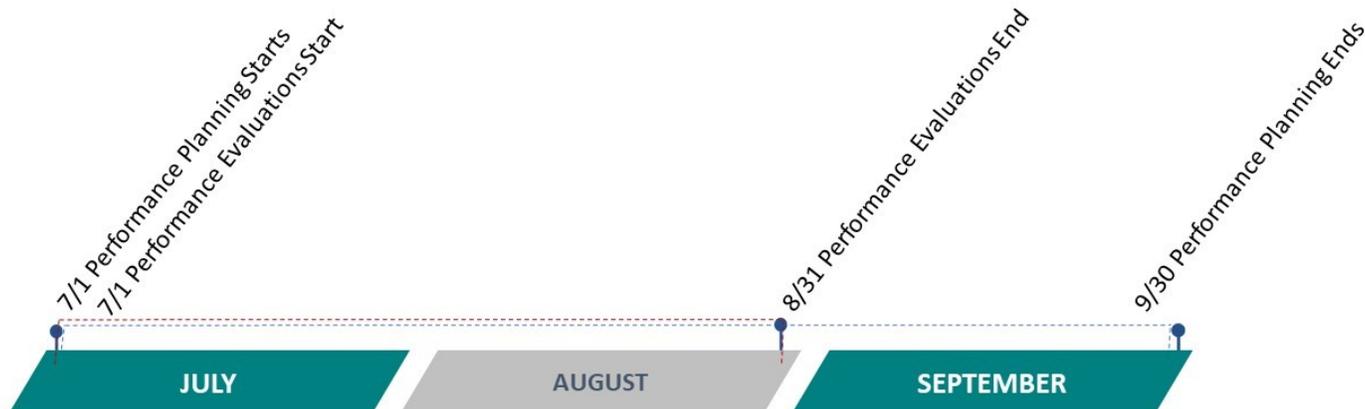
OBSERVATION, DOCUMENTATION, AND FEEDBACK

In the observation phase, supervisors monitor individual performance and team dynamics in order to coach employees on adjustments that will improve efficiency and effectiveness.

PERFORMANCE EVALUATION

The evaluation session is an opportunity to review performance, acknowledge achievements, and agree upon actions to improve performance and skills.

Performance Evaluation System



All PES activities revolve around July 1st of each year.

- In the state civil service Performance Evaluation System (PES), the performance evaluation year for all employees is July 1 through June 30 , the same as the state fiscal year.
- Performance planning sessions must take place between July 1 and September 30 each year.
- Performance evaluations must take place between July 1 and August 31 each year.

Other performance timing requirements:

- When a new employee is hired, the supervisor must conduct his/her performance planning session within 3 calendar months of the employee's hire date.
- If a state employee makes a permanent position change, the supervisor must conduct the planning session within 3 calendar months of the date of the change.

Sessions may also be required:

- Whenever an appointing authority determines it is appropriate
- When the employee gets a new evaluating supervisor
- If an employee's performance expectations change in the middle of a performance evaluation year

Performance Evaluation Timeline

PES TIMELINE

EMPLOYEE	SITUATION	DATE
James Wilson was hired September 1.	What is the deadline date to conduct his first performance planning session?	
	What is the range of dates to conduct his first performance evaluation?	
	What is the range of dates to conduct his next performance planning session?	
Susan Thompson was hired on January 8th.	What is the deadline date to conduct her first performance planning session?	
	What is the range of dates to conduct her first performance evaluation?	
	What is the range of dates to conduct her next performance planning session?	
Pat Boudreaux moved into a new position on April 1.	What is the deadline date to conduct his first performance planning session in his new position?	
	What is the range of dates to conduct his first performance evaluation?	
	What is the range of dates to conduct his next performance planning session?	

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SCS Online Resources

Employee Relations Home

Contract Information

Paper Agency Resources

Performance Evaluation System

Documents and Forms

Employee Relations - Performance Evaluation System (PES)

Performance Evaluation System Toolbox

- [Online Training](#)
- [Web-based Bank of Expectations](#)
- [PES Planning and Evaluation Form](#)
- [PES Agency Transfer Form](#)
- [PES Interim Discussion Form](#)
- [PES Request for Review](#)
- [PES Performance Development Tool](#)
- [PES Performance Notes](#)

Supervisor Performance Management Checklist

	ACTION	RESOURCES AND NOTES
	PERFORMANCE PLANNING	
	Review position description and competencies	
	Review employee documentation	
	Set work and behavior expectations for employee on PES planning form	
	Submit form to 2 nd level evaluator for review	
	Communicate with employee	
	Conduct planning session	
	Sign, submit, and store documentation	
	OBSERVATION, DOCUMENTATION, FEEDBACK	
	Conduct ongoing observation	
	Hold informal coaching sessions	
	Schedule formal coaching sessions	
	Document all sessions	
	Sign, submit, and store documentation	
	PERFORMANCE EVALUATION	
	Plan the session	
	Review documentation	
	Communicate with employee	
	Complete evaluation form	
	Submit form to 2nd level evaluator for review	
	Conduct evaluation session	
	Sign, submit, and store documentation	
	Follow up	

Performance Planning

Performance planning allows supervisors to set a positive tone for the entire year by creating an opportunity to discuss goals and objectives with employees. Two-way communication takes these sessions to a higher level of cooperation. And SMART expectations ensure understanding of what is expected.

PERFORMANCE PLANNING

- Review position description and competencies
- Review employee documentation
- Set work and behavior expectations for employee on PES planning form
- Submit form to 2nd level evaluator for review
- Communicate with employee
- Conduct planning session
- Sign, submit, and store documentation

SMART PERFORMANCE EXPECTATIONS ARE:

S SPECIFIC	
M MEASURABLE	
A ACHIEVABLE	
R RELEVANT	
T TIME-BOUND	

MAKE THESE PERFORMANCE EXPECTATIONS SMART:

Answer the phone in a professional and timely manner.	
Complete all repairs within a reasonable amount of time and report back to supervisor.	
Complete a weekly report of activities.	
Create and deliver presentations on any important department programs.	
Maintain the lawns of the facility buildings.	

Performance Expectations

WRITING PERFORMANCE EXPECTATIONS NEW EMPLOYEE



EQUIPMENT REPAIR TECHNICIAN

Will Fixtitt was just hired into a Maintenance Repairer position at your agency and you are his direct supervisor. You are getting ready to conduct Will's first PES planning session and have to develop written performance expectations. Develop Will's performance expectations based on the information provided below.

<u>POSITION DESCRIPTION</u>	<u>PERFORMANCE EXPECTATIONS</u>
<ul style="list-style-type: none">• Work hours 8:00 a.m. to 5:00 p.m. Monday through Friday• Make minor repairs to the interior and exterior of buildings• Make minor repairs to office furniture• Make minor repairs to small mowers, chainsaws, and other lawn equipment• Clean and replace air conditioner filters in buildings• Start, operate and check all equipment for safety, repairs, and adjustments needed• Learn the maintenance and repair information for new equipment• Repair equipment in a timely manner and notify supervisor as soon as equipment is ready• Prioritize repair projects to ensure efficiency throughout the work day• Assist other staff on repairs as needed	

Performance Expectations

WRITING PERFORMANCE EXPECTATIONS NEW EMPLOYEE



ADMINISTRATIVE ASSISTANT

Iva Gotitt was just hired into an Administrative Assistant position in your agency and you are her direct supervisor. You are getting ready to conduct Iva's first PES planning session and have to develop written performance expectations for that planning session. Develop Iva's performance expectations based on the information provided below.

<u>POSITION DESCRIPTION</u>	<u>PERFORMANCE EXPECTATIONS</u>
<ul style="list-style-type: none">• Screen all telephone calls, visitors, and incoming correspondence• Compose and type routine correspondence independently• Schedule appointments without prior clearance• Perform administrative functions such as payroll preparation, travel reports, supply requisitions, etc.• Work hours are 8:00 am to 4:30 pm Monday through Friday• Work with staff members to arrange conferences, meetings, and prepare background materials as needed• Use Microsoft Word and Excel• Greet and serve all customers with a smile and a courtesy title and ask how you may assist them• Respond to requests for information concerning office procedures and determine to whom they should be directed	

Performance Expectations

By signing this form, I am certifying that an evaluation conference was conducted a planning session with me on the date shown.

Employee Information	
Dept/Office/Section/Unit: <input style="width: 80%;" type="text"/>	Employee Personnel #: <input style="width: 80%;" type="text"/>
Employee Name: <input style="width: 80%;" type="text"/>	Performance Year: <input style="width: 80%;" type="text"/>
Employee Title: <input style="width: 80%;" type="text"/>	Evaluation Period: <input style="width: 80%;" type="text"/>

Initial Planning Session			
Step #1 - Evaluating Supervisor (SCS Rule 10.2):			
Signature:	<input style="width: 90%;" type="text"/>		
Personnel #:	<input style="width: 30%;" type="text"/>	Date Given to Second Level Evaluator:	<input style="width: 30%;" type="text"/>
Step #2 - Second Level Evaluator (SCS Rule 10.3):			
Signature	<input style="width: 90%;" type="text"/>		
Personnel #:	<input style="width: 30%;" type="text"/>	Date Approved <i>(Must be on or before planning session)</i> :	<input style="width: 30%;" type="text"/>
Step #3 - Employee:			
Employee Signature:	<input style="width: 50%;" type="text"/>	Date:	<input style="width: 20%;" type="text"/>
<i>By signing and dating this form, I am certifying that my evaluating supervisor conducted a planning session with me on the date shown.</i>			

Employee Name: <input style="width: 90%;" type="text"/>	Employee Personnel #: <input style="width: 90%;" type="text"/>
<u>Agency Mission / Goals / Standards:</u> <input style="width: 95%;" type="text"/>	
<u>Department Mission / Goals:</u> <input style="width: 95%;" type="text"/>	

<u>Work and Behavior Expectations (at least one each):</u>	Bank of Expectations
<u>Documentation / Comments</u>	

Performance Expectations

WRITING PERFORMANCE EXPECTATIONS ESTABLISHED EMPLOYEE



EQUIPMENT REPAIR TECHNICIAN

Will Fixxitt has been working for your agency in the Equipment Repair Technician position for one year. You have already conducted Will's PES rating session and are getting ready to conduct his PES planning session for his next rating period.

Develop Will's new performance expectations based on the Performance Notes provided below.

PERFORMANCE NOTES

- Will has made the necessary repairs to equipment as needed and has done a thorough job. However, he works rather slowly and takes longer to repair items than the other technicians on staff.
- Will usually arrives to work on time, but has been about five to ten minutes tardy an average of once every two weeks.
- Will is great learning about the new equipment as it comes in. However, he sometimes complains about the amount of new equipment he has to learn about.
- Will has kept you updated on the progress of his projects and has notified you when he is finished with a project. However, he has not communicated with co-workers to share tips on better repair techniques he's learned.
- Will usually prioritizes projects well, but tends to work on the projects he likes first, sometimes resulting in a delay of the completion of more important projects.
- Will has been friendly, but has been reluctant to help other co-workers when he is finished his own work.

PERFORMANCE EXPECTATIONS

Performance Expectations

WRITING PERFORMANCE EXPECTATIONS ESTABLISHED EMPLOYEE



ADMINISTRATIVE ASSISTANT

Iva Gotitt has been working for your agency in an Administrative Assistant position for one year and has been under your supervision for that entire time period. You have already conducted Iva's first PES rating session and you are getting ready to conduct Iva's planning session for her next rating period and have to develop written performance expectations based on the information provided below.

PERFORMANCE NOTES

- Iva has screened phone calls, visitors, and all incoming correspondence in a timely manner. However in her haste to work quickly, Iva sometimes routes the call, individual or correspondence to the wrong staff.
- Iva has always been on time for work and there has not been a leave problem. However, she does tend to take long lunch breaks. On three occasions, her long lunches have resulted in visitors having to wait to be served.
- Iva, for the most part, has been friendly to other employees and walk-in customers, but she tends to be a little rude when there is a line waiting on her for assistance.
- Iva has become proficient in her use of Microsoft Word and serves as a resource for others with this, but she has not taken the initiative to learn Excel.
- On several occasions Iva has forgotten to communicate information you gave for her to share with the other clerical staff. This prompts duplication of effort on her part in answering questions.
- Iva usually uses good judgment in determining to whom and when to route request for information. However, she sometimes tends to want to give information herself when she is not the most knowledgeable and appropriate person to do so.

PERFORMANCE EXPECTATIONS

Performance Planning

TOPIC	NOTES
Working effectively with the 2nd level evaluator	
Communicating with the employee to create a positive experience	
Conducting the planning session	
Signing, submitting, and storing documents in a secure location	

Observation, Documentation, Feedback

OBSERVATION, DOCUMENTATION, FEEDBACK

Observation, documentation, and feedback are ongoing activities of supervisors. This doesn't mean micromanaging. Instead supervisors focus on results, individual behaviors, and team dynamics.

Attention to this phase of performance management ensures that behaviors that need adjusting are addressed before the evaluation session. It creates opportunities for two-way communication throughout the year and helps the supervisor recognize additional resources that might be needed for the employee to be successful in the roles and responsibilities of the position.

- Conduct ongoing observation
- Hold informal coaching sessions
- Schedule formal coaching sessions
- Document all sessions
- Sign, submit, and store documentation

<u>COACHING PHRASES</u>	<u>REWRITE TO IMPROVE</u>
<p>These statements need some help!</p> <p>Rewrite them in the right column to be more effective, specific, and positive. You may create specific facts to ensure that the person understands the behaviors you're trying to help improve.</p>	
1. You do a great job on everything. Thanks.	
2. You don't act excited about your job anymore.	
3. Your customer service skills are poor.	
4. You're always late for work.	
5. I want you to act more like Mary.	
6. I'm disappointed in you.	
7. You have a bad attitude.	
8. You're not very professional in the way you act.	
9. You wait too late to request leave time.	
10. You're not a team player.	

Performance Evaluation System (PES)

PERFORMANCE DEVELOPMENT TOOL

SUPERVISOR

AGENCY

Click here to enter text.

DATE DISCUSSED WITH EMPLOYEE

PROJECTED TIMEFRAME

Click here to enter a date.

The purpose of this document is to establish communication and document areas that require further performance development to reach expectations or achieve stated goals in the performance plan. This document may also reflect an agreement between supervisor and employee on the plan for development, and may also be used as supporting documentation to the overall performance evaluation to show the steps taken to enhance performance.

STEP 1: SUPERVISOR COMMENTS

DESCRIBE THE AREA OF PERFORMANCE THAT REQUIRES FURTHER DEVELOPMENT:

PROVIDE SPECIFIC EXAMPLES OR INCIDENTS (what is causing/caused the problem):

PROVIDE SUGGESTED ADJUSTMENTS THAT WILL IMPROVE/ENHANCE PERFORMANCE:

IDENTIFY TOOLS/RESOURCES THAT WILL HELP ACHIEVE THIS IMPROVEMENT (training, equipment, feedback, etc.):

STEP 2: EMPLOYEE COMMENTS

List any notable obstacles you encountered in meeting expected performance.

Do you have any questions about the expected performance or how to enhance performance?

Are there any additional goals and/or suggestions you feel will help you achieve the expected performance goal?

Employee Signature		Date	
Supervisor's Signature		Date	

Observation, Documentation, Feedback

TOPIC	NOTES																								
Formal Coaching Sessions																									
Documentation	<table border="1" data-bbox="407 571 1070 961"> <tr> <td colspan="2">FAVORABLE</td> <td><input type="checkbox"/></td> <td colspan="2">UNFAVORABLE</td> <td><input type="checkbox"/></td> </tr> <tr> <td>DAY:</td> <td></td> <td>DATE:</td> <td></td> <td>TIME:</td> <td></td> </tr> <tr> <td colspan="6" style="text-align: center;"><i>Employee Performance/Behavior Description</i></td> </tr> <tr> <td colspan="6" style="height: 150px;"></td> </tr> </table>	FAVORABLE		<input type="checkbox"/>	UNFAVORABLE		<input type="checkbox"/>	DAY:		DATE:		TIME:		<i>Employee Performance/Behavior Description</i>											
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<i>Employee Performance/Behavior Description</i>																									
Best Practices																									

Performance Evaluation

If a supervisor has done a good job communicating throughout the year, a performance evaluation should hold no surprises.

This session includes a recap of the highlights of the year, a celebration of accomplishments, and determination of what skills need further development.

With important topics such as these, the meeting should be scheduled to allow time for in-depth discussion and with input from both the supervisor and the employee. Supervisors should make every attempt not to postpone or reschedule a performance evaluation session, as this sends a message to employees that this vital meeting is not important.

PERFORMANCE EVALUATION
Plan the session
Review documentation
Communicate with employee
Complete evaluation form
Submit form to 2nd level evaluator for review
Conduct evaluation session
Sign, submit, and store documentation
Follow up

TOPIC	NOTES
Plan the session	
Review documentation	
Communicate with the employee	
Complete the evaluation form	

Performance Evaluation

Employee Information

Dept/Office/Section/Unit: <input type="text"/>	Employee Personnel #: <input type="text"/>
Employee Name: <input type="text"/>	Performance Year: <input type="text"/>
Employee Title: <input type="text"/>	Evaluation Period: <input type="text"/>

Initial Planning Session

Step #1 - Evaluating Supervisor (SCS Rule 10.2):

Signature: <input type="text"/>			
Personnel #: <input type="text"/>	Date Given to Second Level Evaluator: <input type="text"/>		

Step #2 - Second Level Evaluator (SCS Rule 10.3):

Signature: <input type="text"/>			
Personnel #: <input type="text"/>	Date Approved (Must be on or before planning session): <input type="text"/>		

Step #3 - Employee:

Employee Signature: <input type="text"/>	Date: <input type="text"/>
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By signing and dating this form, I am certifying that my evaluating supervisor conducted a planning session with me on the date shown.

Updated Planning Sessions (Optional):

Date Conducted: <input type="text"/>	Supervisor Initial: <input type="text"/>	Employee Initial: <input type="text"/>
Date Conducted: <input type="text"/>	Supervisor Initial: <input type="text"/>	Employee Initial: <input type="text"/>
Date Conducted: <input type="text"/>	Supervisor Initial: <input type="text"/>	Employee Initial: <input type="text"/>

Agency Human Resources Office Use Only (Optional)

Date Planning Received in Human Resources: <input type="text"/>	Human Resources Staff Initial: <input type="text"/>	Evaluating Supervisor Compliance (Y/N): <input type="text"/>	Second Level Evaluator Compliance (Y/N): <input type="text"/>
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Evaluation Session

Step #1 - Evaluating Supervisor (SCS Rule 10.2):

Signature: <input type="text"/>			
Personnel #: <input type="text"/>	Date Given to Second Level Evaluator: <input type="text"/>		

Step #2 - Second Level Evaluator (SCS Rule 10.3):

Signature: <input type="text"/>			
Personnel #: <input type="text"/>	Date Approved (Must be on or before evaluation session): <input type="text"/>		

Step #3 - Employee:

Employee Signature: <input type="text"/>	Date: <input type="text"/>
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By signing and dating this form, I am certifying that my evaluating supervisor conducted an evaluation session with me on the date shown.

Employee Statement (Only if Employee is NOT Signing Form for purposes of Evaluation): I have decided not to sign this form, but I acknowledge that I received a copy of the evaluation and understand that my failure to sign will not prohibit the evaluation from becoming official for the performance year.

If employee did not sign above, or chose not to sign the form, please indicate whether the employee was given or mailed a copy of the evaluation below:

Mailed <input type="checkbox"/>	Given <input type="checkbox"/>
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Overall Evaluation:

(Select only one evaluation)

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Successful	<input type="checkbox"/> Needs Improvement/Unsuccessful
<input type="checkbox"/> Not Evaluated	<input type="checkbox"/> Unrated - If Unrated, select sub-category:	<input type="checkbox"/> Never Rendered <input type="checkbox"/> Untimely <input type="checkbox"/> Violation of Chapter 10

Performance Evaluation

PLEASE RATE THE INDIVIDUALS DESCRIBED BELOW BASED ON THE INFORMATION PROVIDED.

Exceptional	Successful	Needs Improvement/ Unsuccessful
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	EXPECTATION	PERFORMANCE	RATING
A	Help members of the team when needed. Work at a rate that is similar to teammates so teamwork goes smoothly.	Victor is part of a team of clerks who enter data under your supervision. He doesn't help members of the team at all. You also notice that Victor works much more slowly than the rest of the team. His teammates frequently have to do extra work to cover for him because he cannot finish his assignments before the end of his shift.	E S N
B	Attend scheduled meetings and arrive for them on time. Complete projects by their deadlines except when factors beyond your control stop you from doing so. Notify me when you will miss a deadline.	Rachel has attended all scheduled meetings and arrived on time or a few minutes early. She finished most of her projects a day or two early. When obstacles came up, she found creative ways to overcome them. On one project, it became impossible to meet her deadlines due to circumstances beyond her control. She explained the situation to you in a memo and suggested another deadline.	E S N
C	Examine the functions of your work unit and start to think about ways to possibly improve efficiency of your work unit.	Sally is a supervisor in your department. This year, she broke down the jobs she and each of her subordinates performed into identifiable tasks. She then found several ways to restructure the jobs to make the entire group more efficient, and accepted subordinates' suggestions for improving efficiency. She clearly explained to employees how they would each carry out their job from now on. As a result, her group has improved efficiency by nearly 40 percent.	E S N
D	Clearly explain to clients how to properly and completely fill out their disability claim forms. Make sure clients understand the steps involved in the claim process before they leave your workstation.	Darlene reviews the form with the client, explains what each item means, and puts an "X" next to the items that the client needs to fill in. She then tells them what to do when they finish the form. She speaks loudly enough to be heard and slowly enough to be understood. When clients return the form to her she reviews it for completeness. Before the client leaves her workstation, Darlene makes sure they understand where they go next.	E S N

Performance Ratings

Exceptional	Successful	Needs Improvement/ Unsuccessful
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	EXPECTATION	PERFORMANCE	RATING
E	Calmly search for solutions when frustrated with the computer. Use "Help Windows" and consult the software manual. When unable to solve the problem yourself, ask coworkers for their suggestions. Try all possible solutions you can think of before you give up.	Tom took improving his computer skills as a personal goal this year. He attended all the computer classes available to him that were relevant to his job. He learned to solve computer problems on his own and where to look for helpful information. He stopped getting angry when he felt frustrated. In the past, he often asked coworkers for advice, but now he is seen as a helpful resource. One month after a new software program was installed on all the computers used by his group, he passed out a list of answers to frequently asked questions to help others learn how to get the software to do what they wanted.	E S N
F	Learn to use Excel, to send and receive emails, and to use new software programs as they are installed on your computer. Make an effort to avoid wasting paper from the printer or from the copy machine.	Susan did not even try to learn Excel or the email system. She did not take the classes that were offered to learn the new software. Last month, Susan made 500 copies of a document before she found a grammatical error and threw them all away.	E S N
G	Learn and apply six new skills in order to maintain the plumbing and appliances for the housing district.	Tina has just completed her first year working on the housing authority maintenance team. She came in with some skills, but quickly learned new ones on the job to perform her job well. She always took advantage of an opportunity to learn how to fix something. You estimate that she learned and applied more than eight techniques for maintaining the plumbing and more than nine for repairing appliances. A few times, you observed her teaching these to others.	E S N
H	Arrive to the prison on time to begin your shift when scheduled. Patrol your assigned cellblock at least once per hour. Remain in your assigned area unless an emergency occurs.	Chris arrives at work five to ten minutes late about 50% of the time. He doesn't patrol his cellblock as expected. He has left his guard station without telling her coworkers where he was going or when he would return approximately five times in the past year.	E S N

Performance Evaluation

TOPIC	NOTES
Meet with 2nd level evaluator	
Hold evaluation session	
Sign, submit, and store documentation	
Follow up	

EVALUATION SESSION PRACTICE

Your task is to hold the performance evaluation for one of the individuals you rated “Needs Improvement” in the previous activity.

You will not be required to conduct the full evaluation. Rather, your goal will be to explain the rating based on the one expectation that you rated. You may add any facts or examples in order to make the rating clear to the individual.

Make notes below and then practice this session with a member of your group. The other person will respond as he or she thinks the employee might — defensive, unhappy, argumentative, accepting — or any other appropriate response. Adjust your communication as needed to try to keep the session positive.

Once you have completed your session, switch roles and allow the other person to present their evaluation.

Once you have both completed your evaluations, share at least one thing you liked that the person did and one thing you feel could have been more effective.

Performance Management Tips

Review the employee's position description, agency policies, strategic plan or other pertinent documents. Think of the things you would like this employee to change, accomplish, enhance or learn during the next year. Develop a list of these items to go over with your employee.

Look at the position description (SF-3) and make sure it is up-to-date. If not, this is an excellent time to revise this important document.

Planning expectations must be job-related. Discuss the job duties. Then, brainstorm a list of things you want the employee to do during the rating period.

This planning session is an opportunity for you and your employee to talk about work. The more ownership your employee has in this process, the more productive the session is likely to be.

Expectations should be based on the individual employee's performance, unless this is a new employee whose work you are not familiar with.

Expectations are written to do two things—to reinforce positive performance, and to change or improve performance that is less than acceptable; that is, to encourage the employee to continue to do well or even better, what he is already doing well. Also, to point out how you wish the employee to improve in those areas he needs to improve.

Expectations should not be written for perfection unless perfection is the only thing that is acceptable, as in the case of a nurse administering medicine. Make it clear to your employee that the expectations are written at the "Successful" level.

It is possible the employee will meet or exceed all the expectations that appear on the planning document, but still receive low ratings if the normal requirements of the job have not been met. Make it clear in the planning session he will be held accountable for all parts of his job, not just the written expectations in the planning document.

Often, in a planning session, employees will press a supervisor for examples of what performance or behavior would need to be achieved in order to earn a higher rating. Do not feel forced to do this. You can certainly give examples of what you would consider to warrant a higher rating if you wish, but make it clear to the employee that he will be rated on the whole job, not just the specific things that have been mentioned in the planning document.

The planning session may require more time for a new employee, because he or she will have a lot more to learn about the job.

You don't have to write down everything you expect from your employee. For example, if one employee knows that work begins at 8:00 a.m. and is always there on time, it would be unnecessary to write that down as an expectation. However, an employee who has problems with tardiness would probably need a written expectation to be at work at 8:00 a.m. as a clear written requirement that they will be rated on at the end of the period.

Identify how and where your employee's job and performance fit into the plan. Share this information with the employee; point out how his performance is crucial to the mission of the department.

Each person must be rated as an individual on his or her actual behavior and performance that you observe. You cannot rate people higher if they are like you and lower if they are different from you.

Most employees do not perform in the same way in every area of work. Most people are better in some areas than in others. Rating people high or low overall because of good or poor performance on one or a few areas is a very common rating error. It is called the halo effect.

Rating consistency has to begin at the first-line supervisor level. A first-line supervisor has to ensure that he is not committing any rating errors and that he/she has employed all the tools available when rating employees. Then, the second level supervisor must evaluate how well each supervisor under them is rating the employees. If he/she sees problems, such as inconsistencies in rating, failure to rate fairly and equitably, then that supervisor must address it at this level. This careful evaluation and system of checks and balances at each level within the hierarchy of an agency can contribute to a sound and equitable performance evaluation program.

In the "Comments" spaces provided on the PES form, provide well-written comments that describe the performance over the last year. You may wish to provide examples or descriptions of the employee's behavior to illustrate the rating you assigned, and possibly make reference to the fact that the performance has been discussed at times in the last year.

REFERENCES

Performance Management Process	State of Oklahoma Training and Development. <i>Performance Management Process Handbook</i> . https://www.ok.gov/opm/documents/PMPHandbook.pdf
First-Time Manager's Guide to Performance Reviews	Adams, Amy. <i>A First-Time Manager's Guide to Performance Reviews</i> . https://www.themuse.com/advice/a-firsttime-managers-guide-to-performance-reviews
Executive Guide to Improvement and Change	Beecroft, G. Dennis, Grace L. Duffy, John W. Moran. (2003). <i>The Executive Guide to Improvement and Change</i> . ASQ Quality Press.
Performance Management Cycle	Office of Public Management. <i>Performance Management Cycle</i> . https://www.opm.gov/policy-data-oversight/performance-management/performance-management-cycle/
Tips for Employees	<i>Participating in Your Own Performance Review: Tips for Employees</i> . https://hr.berkeley.edu/performance/performance-management/cycle/review/tips/employees
Stages of the Performance Management Cycle	Hearn, Stuart. <i>Explaining the Stages of the Performance Management Cycle</i> . https://clearreview.com/stages-of-performance-management-cycle/
	<i>Other materials in this course were excerpted from the CPTP web-based related courses.</i>

RESOURCES

