

MODULE 5 – PERFORMANCE PLANNING, DEVELOPMENT & EVALUATION


NM JUDICIAL BRANCH SUPERVISORY MENTORSHIP PROGRAM



PROFESSIONAL DEVELOPMENT

Laying the groundwork for building your own solid foundation for career success.

COURSE OUTLINE



RATING

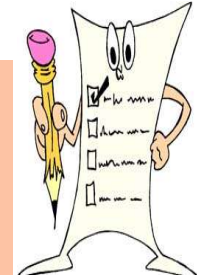
- Exceptional
- Exceeds Req
- Meets Require
- Needs Impro

MODULES

- 1 – Career Building
- 2 – Supervision, Coaching & Management
- 3 – Communications
- 4 - Staffing, Selection & Interviewing
- 5 - Performance Planning, Development & Evaluation**
- 6 – Employee Discipline
- 7 - Personnel Rules Overview
- 8 – Harassment, Including Sexual Harassment, Discrimination & Retaliation Prevention
- 9 – Drug & Alcohol Prevention & Testing
- 10 – Workers’ Compensation, Safety & Loss Control

TODAY'S HANDOUTS

- **Judicial Specialist 2 Job Descriptor**
- **Human Resource Administrator Training Schedule**
- **Performance Planning & Evaluation Automated Training Guide**
- **NMJB Employee Performance Planning & Performance Evaluation Manual**
- **Employee Performance Communication Form**



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TODAY'S HANDOUTS CONTINUED


- "Performance reviews don't inspire growth. Focus on this instead." (SmartBrief)
- The Most Expensive Mistake Leaders Can Make (GALLUP)
- Give Performance Reviews That Actually Inspire Employees (GALLUP)
- Supervisor Checklist: Planning Performance Review Meeting (<http://ohr.psu.edu>)
- MONASH University - Supervisor Guide: Annual Performance Development Review & Planning
- Supervisor Planning Checklist for Performance Review Meeting
- Dale Carnegie Training - How to Run An Effective Performance Review

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LEARNING / TRAINING GOALS

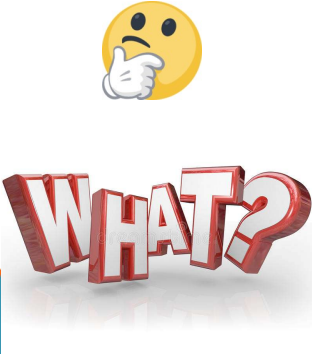


"Just measuring your job performance..."

- Developing Staff
- Review NMJPR Section 6
- Understanding Performance Planning
- Performance Manual Overview
- Evaluation and Communication Form

Revised 9/16/2024

WHAT IS PERFORMANCE MANAGEMENT?

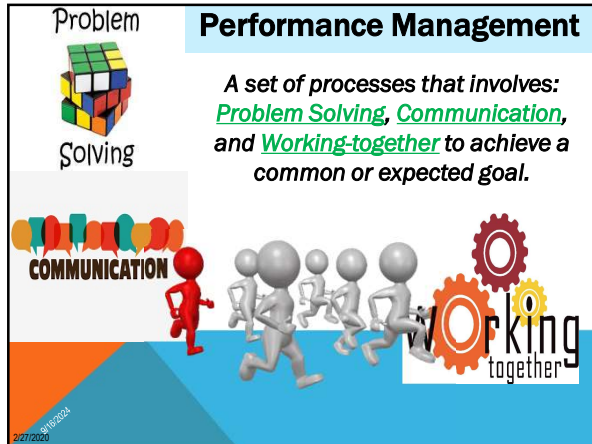


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Problem Solving

Performance Management

A set of processes that involves: *Problem Solving, Communication, and Working-together* to achieve a common or expected goal.



WHY DO WE DO ANNUAL PERFORMANCE APPRAISALS?




WHY?

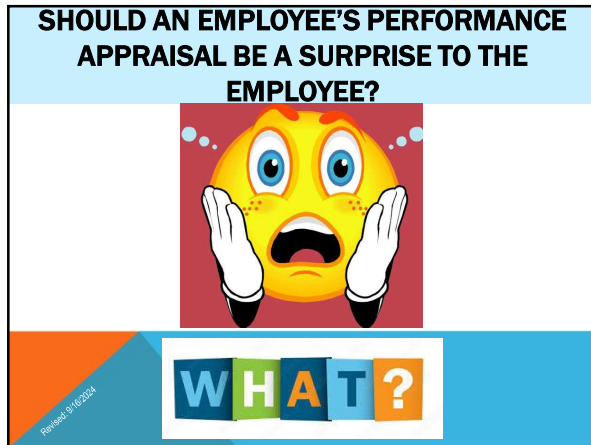
- Exceeds expectations
- Meets & exceeds exp
- Meets expectation
- Fails to meet

BECAUSE IT IS:

- How we manage our employees performance.
- How we establish goals and performance objectives.
- How we formally recognize performance and achievements.
- Provides a forum for giving feedback, identifying, and solving problems.










HOW TO AVOID THE SURPRISE:



Make sure to regularly.....


- Monitor performance throughout the year.
- Provide specific information on your expectations.
- Discuss performance, if and when necessary, and **ALWAYS DOCUMENT.**

PERFORMANCE MANAGEMENT

Invest the time preemptively to attain long term growth

OR

Ignore things until you have a major or long-term problem.



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PERFORMANCE MANAGEMENT



It Takes Time

Invest a little time to avoid major problems



Or ignore things until you have a major long-term problem.

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HOW WELL DO YOU DEVELOP YOUR PEOPLE?

SETTING YOUR TEAM UP FOR SUCCESS

Assist employees in achieving their true potential in the work place.

Provide all employees a written copy of all standard operating procedures, and applicable Judicial Branch Rules
Go over the procedures and rules with them – lead by example.



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HOW WELL DO YOU DEVELOP YOUR PEOPLE?

Basics of training and coaching others:

- Trainers must be experts in the area they train, especially when you are training others to do technical tasks.
 - customer file management, data entry into Odyssey or SHARE.
- Errors cost others time and money:
 - clients end up in jail if files are not managed correctly
 - employees overpay for benefits that are entered incorrectly.



HOW WELL DO YOU DEVELOP YOUR PEOPLE?



- Training starts with the Supervisor, and delegated accordingly given individual staff expertise.

NOTE: The supervisor has the ultimate responsibility and obligation to make sure staff receive all the training they need.

- Develop a training plan to ensure the employee receives all the training necessary.

HOW WELL DO YOU DEVELOP YOUR PEOPLE?

TRAINING PLAN = GOAL

Begin with the end goal or objective in mind. What do new employees need to know on day one, day two, etc.?
An employee who has completed training X should be able to do:

- A.
- B.
- C.



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HOW WELL DO YOU DEVELOP YOUR PEOPLE?


TRAINING PLAN

- Assessing the needs of new staff; and then the needs of all staff.
- Who will provide the training?
- What are the assigned dates of the training?
- When will the new staff member be ready to work independently?
- Once developed, this Training Plan can be used for all new hires.



Revised: 9/16/2024

Activity Time



IV. Small Group Exercise
Activity (1) of your Workbook
Develop a New Training Schedule

Please open your Workbook and in your small groups complete a New Hiring Training Schedule, for a Judicial Specialist 2 position.

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EMPLOYEE PERFORMANCE DEVELOPMENT (COACHING) THROUGHOUT THE YEAR

- ❖ Set performance expectations.
- ❖ Provide feedback.
- ❖ Identify barriers to performance.
- ❖ Provide necessary training & resources.
- ❖ When you see good behavior, recognize it.
- ❖ Don't let good work go unnoticed.
- ❖ Use positive reinforcement.



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Maslow's hierarchy of needs

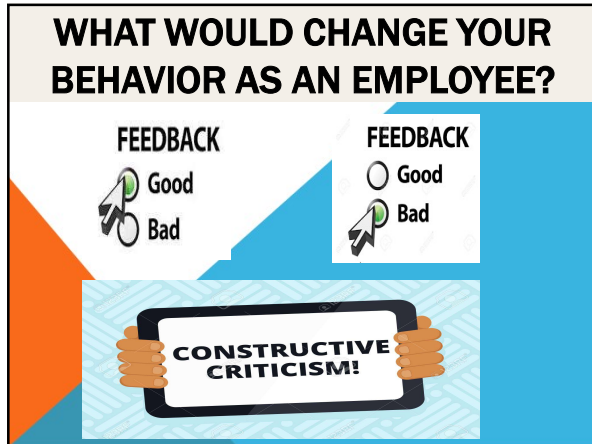
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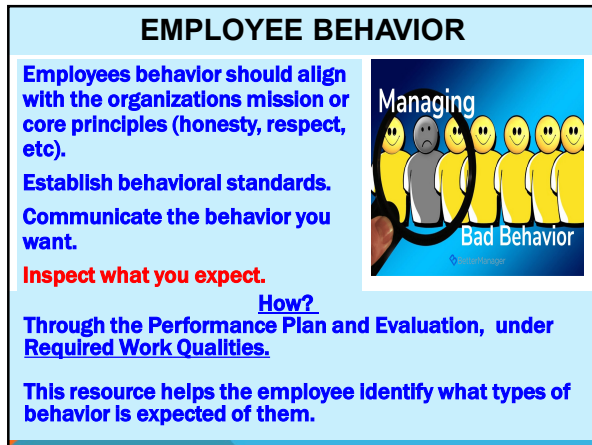
EMPLOYEE BEHAVIOR

What are some ways you were able to successfully change employee behavior?



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HOW DO YOU MONITOR YOUR EMPLOYEES WORK ALL YEAR LONG?



What kind of measures or resources do you have?

TWO-WAY COMMUNICATION

Employees who receive critical up front information about their work assignments and supervisor's expectations are more successful on the job and become greater contributors.



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A BREAKDOWN IN COMMUNICATION

Gallup Research

Fewer than **14%** of employees feel inspired by their performance reviews.

Only **2 in 10** Employees Strongly Agree that their Performance is Managed in a Way that Motivates them to do Outstanding Work.


72% state their performance is managed in a way that does not motivate them.

81% state that they have not talked to their manager about steps to reach their goals and maintain their performance



Revised: 9/16/2024
<https://www.gallup.com/workplace/33066/re-engineering-performance-management.aspx?thank-you-report-form=1>
<https://www.gallup.com/workplace/127642/employees-need-to-lead-30px>

Continuous Performance Communication



- Short monthly meetings to discuss work progress.
- Spur-of-the-moment conversations.
- Make an effort to talk to employees regularly.
- Build rapport (find out their motivational factors).

Continuous Performance Communication

BENEFITS OF COMMUNICATION

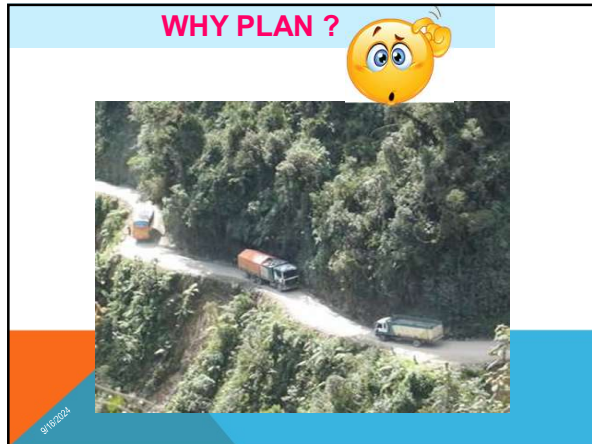


- ✓ Is aware what they are doing well and continues to do it,
- ✓ Knows what they need to change, and
- ✓ What is expected of them.
- ✓ Sets you up for proper planning.....

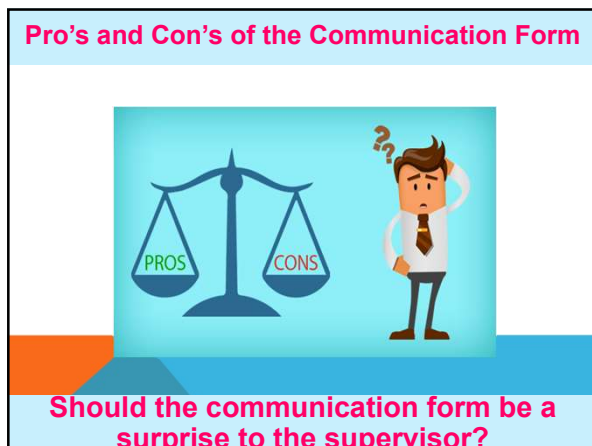
SET EMPLOYEE EXPECTATIONS & DEVELOP PERFORMANCE PLANS



"Your evaluation is based on the next 30 seconds. Go!"







Planning allows you to.....



- Establish Employee Performance Expectations Upfront**
- Encourage More Two-Way Communication**
- Measure Success More Easily**
- Builds trust**
- Minimize risks or possibilities**

WHAT ARE YOUR BIGGEST CHALLENGES WITH PERFORMANCE EVALUATIONS?






NMJBPR - SECTION 6
PURPOSE: EVALUATE PERFORMANCE BASED ON PERFORMANCE PLAN.

New hires or newly appointed staff.
Within 90 business days of an employee's appointment, the immediate supervisor shall set job standards and develop a performance plan to achieve those standards.

A new employee shall be evaluated at least once prior to the completion of the probationary period; and upon completion of the probationary period.

An employee's performance shall be evaluated at least annually (interim), and during the Focal Point Evaluation Period.

EVALUATION TYPES


New Employee Evaluation
 Per NMJBPR Section 6. – The immediate supervisor must evaluate a new employee at least once prior to the end of their probationary period.

Focal Point Evaluation
 Upon completion of probation, evaluation from April 1 - June 30.

Intermittent Evaluation
 When you want to make an employee's performance a matter of record, upon change of a supervisor performed at any time or the if the employee receives a promotion, demotion, lateral transfer, or job reclassification.

HOW TO GET STARTED

TAKE TIME TO READ THE PERFORMANCE PLANNING & EVALUATION MANUAL



THERE ARE "SHORT" (PAGE 4) AND DETAILED INSTRUCTIONS.

BE PREPARED

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PERFORMANCE PLANNING & EVALUATION TRAINING MANUAL OVERVIEW

<p>Page 5 - Performance Planning</p> <p>Page 8 - Performance Plan Sample</p> <p>Page 9 - Required Work Qualities Sample</p> <p>Page 16 - 17 Evaluation Score Definitions & Conversion Scale</p>	<p>Page 19 - Glossary of Terms</p> <ul style="list-style-type: none"> ✓ Page 19 - 21 Employee Competencies ✓ Page 22 - Supervisor Competencies ✓ Page 23 - Required Work Qualities <p style="text-align: center; color: yellow;">Form in Manual</p> <ul style="list-style-type: none"> ❖ Employee Performance Communication Form
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TIPS ON PERFORMANCE REVIEWS

- Increase Conversations
- Set Goals and Expectations
- Make the Employee Feel Part of the Team
- Gather Input from Employee's Colleagues or Other Managers




Helpful Tips




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TIPS ON PERFORMANCE REVIEWS

- Eliminate Proximity Bias
- End Recency Bias
- Solicit Feedback from the Employee
- Give Advice Calmly and Helpfully




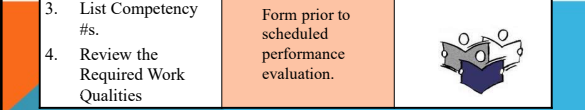


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THE THREE PHASES

PERFORMANCE PLAN	EMPLOYEE COMMUNICATION	EMPLOYEE EVALUATION
<ol style="list-style-type: none"> 1. Supervisor reviews employee Job Description. 2. Set work assignment goals & objectives & describe results expected. (3 to 7 Job Assignments) 3. List Competency #s. 4. Review the Required Work Qualities 	<ol style="list-style-type: none"> 1. Employee uses the Comments Sections to provide input regarding their performance plan or evaluation. 2. Complete the Employee Communication Form prior to scheduled performance evaluation. 	<ol style="list-style-type: none"> 1. Supervisor will document overall performance during the final evaluation. 2. Select Rating.






PHASE 1 - PERFORMANCE PLAN

SECTION 1


A TASK has three components:

1. Work Assignments, Goals & Objectives.
2. Results Expected.
3. Competencies - how you want the job done.



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WORK ASSIGNMENTS, GOALS & OBJECTIVES




- Work Assignment – A **SPECIFIC** group of tasks that describe the work to be performed.
- Goal – Meaningful result expectations that are **MEASURABLE** and **ATTAINABLE**.
- Objectives – Work and goals assigned must be **RELEVANT AND TIME FRAMED**.

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PERFORMANCE PLANNING IS A COLLABORATIVE EFFORT BETWEEN THE EMPLOYEE AND THE SUPERVISOR.

The goal is to effectively communicate & document meaningful:

- Work assignments, objectives, priorities, expected results, and job effectiveness.
- Minimum of 3 job assignments and no more than 7.
- A supervisor has a minimum of 3 assignments in addition to the mandatory 3 supervisory tasks for a total of no more than 7.



SUPERVISOR ROLE



To open an Employee's Performance Plan:



- Review the job description.
- Review plans of peers in the same job classification.
- Consider changes in work tasks, i.e. Odyssey, new projects, etc.

EMPLOYEE ROLE



- **ACTIVELY PARTICIPATE IN PERFORMANCE PLAN DEVELOPMENT.**
- **REVIEW YOUR PERFORMANCE PLAN.**
- **MEET WITH SUPERVISOR TO UNDERSTAND WHAT HAPPENS IF THE EMPLOYEE DOES NOT AGREE WITH PERFORMANCE EXPECTATIONS.**

REVIEWER ROLE

<p>Work with the supervisor in reviewing the plan to provide feedback to the supervisor regarding set job assignments, etc...</p>	
	<p>THE REVIEWER MAY ADJUST THE PLAN AS APPROPRIATE.</p> <p>BY SIGNING THE PLAN THE REVIEWER IS INDICATING AGREEMENT WITH THE FINAL PERFORMANCE PLAN.</p>

EVALUATING THE PLAN – MEETING

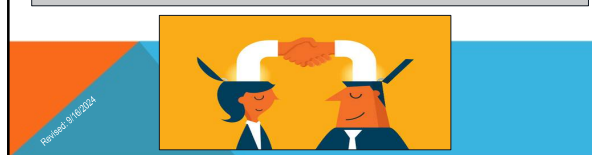
How do you plan for the evaluation meeting?



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EVALUATING THE PLAN – MEETING

Allow enough time for discussion.
Review differences between your evaluation and the employee's self-evaluation (if applicable).
Be prepared to discuss differences you and the employee may have.
Have positive or negative examples and provide opportunities for development.
Discuss if there was any disciplinary/corrective actions during the year.



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SECTION 1 – DEVELOPING WORK ASSIGNMENTS
COLUMN 1: REVIEW JOB DESCRIPTION SO YOU CAN DEVELOP WORK ASSIGNMENTS, GOALS & OBJECTIVES
NOTE YOU MAY COPY & PASTE WORD DOCUMENTS INTO THE AUTOMATED DOCUMENT

Felony Case Maintenance – Accurately open all felony cases, maintain files, copy files for parties, update files and case management system after arraignment, schedule necessary hearings with notice to parties, docket and file case pleadings, close files, disburse bonds, bind over bonds to District Court, and file closed files. Maintain confidentially, and maintain current and up to date knowledge in all aspects of case processing and applicable policies and procedures.

www.aoc.nm.gov

SECTION 1 – DEVELOPING WORK ASSIGNMENTS
COLUMN 1: WORK ASSIGNMENTS RESULTS EXPECTED

Felony Case Maintenance results expected might include:
 Ability to develop & maintain strong professional working relationships with judicial partners such as the jail, Sheriff's Office, & District Court as well as with coworkers & management. Strong professional working relationships are built on trust, courtesy, mindfulness, & respect. Employee should listen & respond constructively to other team members & management's ideas to promote & positive & open communications, as well as a strong team.


WORK ASSIGNMENTS
 (THERE MAY BE NO LESS THAN 3; NO MORE THAN 7)

PLAN - Section 1

Task #	Work Assignments, Goals & Objectives	Results Expected	Job Effectiveness & Organizational Success Competencies (List by #)	EVAL Section 4 Rating Score (Complete at the end of evaluation cycle.)
1	<ul style="list-style-type: none"> FELONY CASE MAINTENANCE (Judicial Specialist 2 in a Magistrate Court) – Accurately open all felony cases, maintain files, copy files for parties, update files and computer after arraignment and as otherwise necessary, schedule necessary hearings with notice to parties, docket and file case pleadings, close files, disburse bonds, bind over bonds to District Court, file closed files, Maintain confidentiality, and maintain up to date knowledge ... & should you chose to, include your expectations & what successful performance would look like. 	<p>Helpful Tip: In the automated planning & evaluation system Supervisors can create templates for each job classification.</p>		
<p>EVAL NOTES</p> <p><i>To be completed at the end of the evaluation cycle.</i></p>				

SECTION 1 – DEVELOPING RESULTS EXPECTED
(COLUMN 2; TIME FRAMED; FINAL OUTCOMES)

Felonies must be accurately bound over to District Court **within 10 days** of the filing of the notice of indictment. Felonies including bind overs, will be closed at a **rate of 20 per week**. All other duties will be **completed daily**. Cases for in jail arraignments will be completed by **10:30am**.



SECTION 1 – DEVELOPING WORK ASSIGNMENTS
COLUMN 1: SAMPLE RESULTS EXPECTED FOR WORK ASSIGNMENTS,

Sample Results Expected for the work assignment “Felony Case Maintenance:”

Employee will receive a “Meets Expectation” rating in this job task provided the following: the felony case is accurately opened, all standard operating procedures are followed, standard operating procedural time frames are met, and the file is bound over to District Court within 10 working days; and provided the bind over closure rate is 20 cases per week, and all cases for jail arraignments are completed by 10:30 a.m. Exceeding these established expectations will result in a higher performance evaluation rating.

RESULTS EXPECTED

PLAN - Section 1		EVAL	
Task #	Work Assignments, Goals & Objectives	Results Expected	Job Effectiveness & Organizational Success Competencies (List by #)
1	FELONY CASE MAINTENANCE (Judicial Specialist 2 in a Magistrate Court) - Accurately open all felony cases, maintain files, copy files for parties, update files and computer after arraignment and as otherwise necessary, schedule necessary hearings with notice to parties, docket and file case pleadings, close files, disburse bonds, bind over bonds to District Court, file closed files. Maintain confidentially, and maintain current...	Employee will receive a “Meets Expectation” rating in the job task provided the following: the felony case is accurately opened, all standard operating procedures are followed, standard operating procedural time frames are met, & the file is bound over to District Court within 10 working days; and provided the bind over closure rate is 20 cases per week, and all cases for jail arraignments are completed by 10:30 a.m. Exceeding these established expectations will result in a higher performance evaluation rating.	Rating Score (Complete at the end of evaluation cycle)
EVAL NOTES			


To be completed at the end of the evaluation cycle.

SECTION 1 - JOB EFFECTIVENESS & ORGANIZATIONAL SUCCESS COMPETENCIES (PAGE 19 FOR ALL; PAGE 22 ADDITIONAL FOR SUPERVISORS)
HOW YOU WANT THE JOB DONE?
(CLICK & POPULATE IN THE AUTOMATED SYSTEM)

Select from the **Glossary of Terms** (Page 19) - Job Effectiveness & Organizational Success Competencies
 You may **add your own competencies**, but you must define and make sure the employee knows what your expectation is.

COMMUNICATE

- 1 - Accuracy
- 4 - Adherence to Policy
- 5 - Attention to Detail
- 7 - Confidentiality
- 19 - Job Knowledge



SIGN THE PLAN

Signatures - PERFORMANCE PLAN

The employee signature does not indicate complete agreement with the Performance Plan. It indicates receipt and understanding of the assigned work assignments, goals and objectives, results expected, job competencies & qualities. To be signed the beginning of the evaluation cycle.

Employee Signature:	Date
Supervisor Signature	Date
Reviewer Signature:	Date


Copy PLAN - Employee Personnel File, Employee & Reviewer
Original PLAN - Supervisor (To be kept until the performance evaluation cycle is completed.)



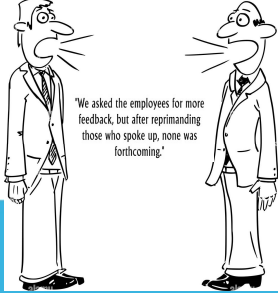
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PHASE 2 – Employee Communication Form

Let's Talk About the Pros and the Cons




"EACH OF YOU HAS BEEN GIVEN A SIMPLE, YET POWERFUL TOOL..."



"We asked the employees for more feedback, but after reprimanding those who spoke up, none was forthcoming."

PHASE 2 – Employee Communication Form

Let's Talk About the Pro and the Cons



PROS	CONS
1.	1.
2.	2.
3.	3.

PHASE 2 – Employee Communication Form

OPTIONAL IF COMPLETED, TO BE SUBMITTED TO SUPERVISOR & REVIEWER FIVE (5) DAYS BEFORE SCHEDULED EVALUATION.

Employees are strongly encouraged to provide supervisors and managers with their communication form at the end of the evaluation cycle.

Summarize your feelings about your performance.
Describe your accomplishments and areas for improvement.
What job related goals do you want to achieve in the next year?
What kind of trainings would be beneficial?
What can your supervisor do to assist you in meeting your job duties?

Section 4 – Employee Performance Evaluation - Evaluation Section Notes

- Provide work performance feedback on how effective the employee has demonstrated their work knowledge, skills, and abilities.
- How well they have performed a job task compared to the results expected as set in the plan.
- Consider work accomplishments, special contributions, notable obstacles, etc.

F E E D B A C K

Section 4 – Employee Performance Evaluation - Evaluation Section Notes

feedback

Do you ask for feedback from judges or other managers?

WHAT IF YOU ARE RATING EMPLOYEES LOWER THAN YOUR PREDECESSOR?

What could a lower evaluation score do to the employee?

DEMOTIVATES	DEMORALIZES	REDUCES PRODUCTIVITY
		

What could you do to avoid any misunderstandings?

OVERALL EVALUATION RATING

How do you score your employees?

- Explain in advance during the planning phase what it will take to get an exemplary score.
- Decide what is essential to accomplish goals.
- Describe specific tasks and duties that must be completed and the manner in which they must be performed (Competencies).
- Explain why the tasks must be completed in the manner described and its importance.
- Remove tasks and do not rate employees on items they were not yet trained on.

OVERALL EVALUATION RATING


"Employees can't meet expectations they don't understand."

Ask the employee whether they understand what your expectations are. **Don't forget about S.M.A.R.T?**

E.g.: "I realize that I am giving you a lot of information to think about and that some of it may be unclear. Help me by telling me if what I say is confusing. Did you understand that part I just went over?"

Give examples of what you consider "Meets Expectations" or "Exceeds Expectations" in the area.

LEAD BY EXAMPLE



SHOULD YOU SCORE YOUR EMPLOYEES BASED ON HOW OTHER EMPLOYEES ARE PERFORMING?




**YES OR NO?
WHY OR WHY NOT?**

SIGNATURES FOR PERFORMANCE EVALUATION

Reviewer - The reviewer should be aware of the rating the supervisor intends to give, especially if is going to be below a "meets" in any area.

It is recommended that the reviewer sign the plan or evaluation prior to it being given to the employee.



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SIGNATURES FOR PERFORMANCE EVALUATION

If a score is "*Needs Improvement*" or "*Fails to Meet Requirements*" work back with HR and your Reviewer **BEFORE** giving the Evaluation to the employee.



<input type="checkbox"/>	Satisfactory
<input checked="" type="checkbox"/>	Needs Improvement

SIGNATURES FOR PERFORMANCE EVALUATION

Supervisor – The supervisor should sign the plan and evaluation when meeting with the employee if not before.

↓

Employee - The employee signature does not indicate complete agreement with the Performance Evaluation. It indicates receipt and understanding of the Performance Evaluation. Employees may rebut their performance evaluation in accordance with NMJBPR 6.05.

Please submit the completed Employee Plan and Performance Evaluation, and a copy of the "NEW" Employee Performance Plan for the upcoming evaluation cycle to your Human Resources Department.

PERFORMANCE EVALUATION MEETING

Before the meeting:

- Schedule meeting and communicate date, time, place etc.
- Ask employee to provide you with their accomplishments /self assessment (Communication Form), and to review current plan.
- Review information collected throughout the year.
- Review rating guidelines.
- Complete performance evaluation based on plan.

Reference: <http://ohr.psu.edu>

PERFORMANCE EVALUATION MEETING

During the meeting:

- State purpose of meeting.
- Ask employee to share accomplishments and goals.
- Review each work assignment and your SMART expectations.
- Discuss work assignments that did not meet your expectations.
- Ask employee to provide suggestions for improvement.
- Discuss plan for next year's evaluation.
- Summarize meeting and reinforce positives.
- Plan follow up meeting to review performance improvement plan (if applicable).

PERFORMANCE EVALUATION MEETING

After the meeting:

- Keep copies of Communication Form, Evaluation, and Performance Improvement Plan.
- Give a copy to the employee. Send the original signed communication form, evaluation, and plan to HR.
- Provide feedback regularly – formal or informal. This helps motivate employees.
- Be available to coach the employee in reaching their goals throughout the performance evaluation year.

Reference: <http://ohr.psu.edu>

GENERAL TIPS



- Evaluate performance, not personality (although competencies do matter).
- Competencies are “how” the employee completes the work assignment (work qualities).
- Identify areas of strengths and weaknesses and how you plan to address weaknesses.
- Provide justification for both “needs improvement” and “exceeds” ratings.

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REVIEWER RESPONSIBILITY

There may be times when a supervisor’s evaluation of an employee’s performance differs from that of the reviewer associated with a particular task grouping or the overall final evaluation score.

THEN WHAT?

The supervisor will be required to provide thorough documentation supporting their final evaluation score, or individual task EVAL scores.

The reviewer should be prepared to discuss differing points of view with the employee and Administrative Authority.

EMPLOYEE REBUTTAL TO EVALUATION

- An employee may submit a written rebuttal within ten (10) business days of receipt of the evaluation to the supervisor. Per NMJBPR 6.05 The rebuttal shall become part of the entire evaluation.
- May request the Administrative Authority review the evaluation.
- Supervisor shall deliver a copy of eval and rebuttal to Administrative Authority within five (5) business days.

ADMINISTRATIVE AUTHORITY RESPONSIBILITY



Within 30 business days from the submission of the request to review, the Administrative Authority renders the final performance evaluation score and individual task EVAL scores (NMJBPR 6.05C).

"People will rise or fall to match your expectations of them."

FRANK SONNENBERG

“IT DOESN'T TAKE ANY TALENT TO GIVE YOUR BEST EFFORT.”



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V. Small Group Exercise
Writing Work Assignments, Goals & Objectives, Results Expected, Competencies, and Evaluating Your Employee

Please open your Workbook and in your small groups complete Activities (2) through (5).

VI. Small Group Progress Questions #1 - #13


VII. Work Together on the Crossword Puzzle

VIII. Word Find – Buzz Words



Revised: 9/16/2024

Thank you.



Questions?

HANDOUTS

MODULE 5

- Judicial Specialist 2 Job Descriptor
(reference to complete workbook activities)
- Human Resource Administrator Training Schedule
- Performance Planning & Automated Performance Planning & Evaluation Training Guide
(revised November 28, 2018)
- New Mexico Judicial Branch Employee Performance Planning & Performance Evaluation Manual
Effective July 1, 2008
(Revised March 5, 2020)
 - Employee Performance Communication Form
- SmartBrief Article - "Performance Reviews Don't Inspire Growth. Focus on this instead."
- GALLUP article - The Most Expensive Mistake Leaders Can Make
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 - Supervisor Planning Checklist for Performance Review Meeting
- Dale Carnegie Training - How to Run An Effective Performance Review

NEW MEXICO JUDICIAL BRANCH

JUDICIAL SPECIALIST 2

(Classified)

TARGET SALARY: \$39,254-\$78,308 annually, or \$18.824-\$37.648 hourly depending upon experience (pay range GG)

LOCATION: Varies, statewide locations

FLSA STATUS: Non-Exempt

JOB CODE: 9102JB

BENEFITS: Competitive benefits package offered

THE NEW MEXICO JUDICIARY

The Mission of the New Mexico Judiciary is to protect the rights and liberties of the people of New Mexico guaranteed by the Constitution and laws of the State of New Mexico and the United States; to resolve legal disputes fairly, and to ensure access to justice for all.

GENERAL STATEMENT OF DUTIES

Acting under general supervision prepare and process court documents, perform judicial procedures and work with the court case management system.

EXAMPLES OF JOB DUTIES

- **The Judicial Specialist 2** is responsible for using the case management system to open, docket, and close cases based on judgement details.
- Provides customer service information with a high volume of pro se litigants by providing general procedural information without giving legal advice.
- Uses the case management system to (1) open cases – determine case type/cause of action and assess and receipt filing fee if required; (2) docket cases – review documents and determine appropriate event codes, enter data, scan documents, and link related scanned images; and (3) close cases – determine and enter closing events, disposition type, and judgement details.
- Assesses, receipts, records, and reconciles monies, and prepares bank deposits; follows cash handling procedures.
- Processes, maintains, and distributes documents, files, and case materials.
- Uses electronic filing to review incoming filings for format, signatures, event code, and filing fees.
- Processes and expedites orders of protection.
- Accurately disburses bond payments, and prepares and maintains bond reports.
- Reconciles billing and invoices from contracted vendors provided for Specialty Court Programs.
- Prepares, proofreads, edits and mails out documents such as notices and final orders.
- Executes on case hearings, which may include: orders to show cause, bench warrants, recusals, excusals, pleadings, and rule extensions.
- Maintains cash till and ensures court fees are accurately assessed, paid, receipted, and correctly recorded in the case management system.
- Provides public case information to parties, attorneys, law enforcement agencies, and other outside agencies.
- Orders, reviews, sorts, and organizes jury summons.

- Prepares alpha list, random list, voir dire sheet, and seating chart for jury trials.
- Organizes case files for microfilming, archiving, and destruction.
- Prepares exhibits and hard copy case files.
- Researches automated, hard copy, and microfiche files for case status data.
- Certifies and prepares court records, tapes, logs, and exhibits for cases on appeal to higher courts.
- Ensures the office, courtrooms, and equipment are operational.
- Ensures judicial calendars and schedules are maintained.
- Serves as a court monitor.
- Under general supervision will perform clerical and technical duties involved in case processing, file maintenance, jury management and the conduct of the clerical business of the court.
- Manages jury trial calendar request for judges to schedule upcoming jury trials.
- Advising internal staff of the jury procedures/ when jurors are reporting/ updates on specific trials
- May serve as a courtroom clerk, produce Instant J&Ss, and obtain signatures from the parties/counsel of record, assigned judge, file, and distribute.
- Provide support to other magistrate or district courts within the judicial district.
- The daily routine includes working with prospective jurors. Instructing them on how to complete their information online and/or providing appropriate forms when necessary.
- Other duties include answering phone calls, addressing incoming and outgoing correspondence, maintaining office supplies, etc.
- Coordinates program participation with Specialty Programs within the Court.
- Accepts, maintains, and files court exhibits, which may include hazardous and or dangerous items.
- Gathers, delivers, and files recordings, receipts for log and exhibits to provide accurate record keeping procedures.
- Troubleshoots recording equipment, runs updates, and maintains technical logs.
- Responsible for retention of case material and marks for identification logs, files, and safeguards evidence as a public, sequestered or sealed exhibit.
- Acts as a liaison between court personnel, litigants, or attorney to advance court proceedings.
- Other duties as assigned.

COMPETENCIES/QUALIFICATIONS

The successful applicant should demonstrate knowledge of legal terminology and phrases; basic knowledge of jury service; filing methods; case processing; knowledge of Specialty Court Programs; research methodology; project management techniques; court fee accounting practices; court monitoring procedures; Court Clerk's Procedures Manual and Code of Ethics; court's and States Language Access Policies, access to the Certified Language International Interpreting Line; and general organizational structure of the judiciary.

MINIMUM QUALIFICATIONS

Education: A high school diploma or GED.

Education Substitution: None.

Experience: Two (2) years of experience in court case processing, a legal secretarial or related field such as advanced customer service, data processing, and/or banking/financial experience.

Experience Substitution: Additional post-secondary education in a related field may substitute for up to one (1) year of experience. Thirty (30) semester hours equals one (1) year of experience.

Typing Certification: A typing certification from the New Mexico Department of Workforce Solutions (www.dws.state.nm.us) or similar may be required. If certification is required, a typing proficiency score of at least 35 net words per minute is mandatory. The New Mexico Workforce Connection Certification must have been issued within five (5) years of application.

Certification: May be requested to complete the NM Court Monitor Certification Examination.

WORK ENVIRONMENT AND PHYSICAL DEMANDS

The following functions are representative, but not all-inclusive of the work environment and physical demands an employee may expect to encounter in performing tasks assigned to this job. Work is performed in an office or court setting. A valid driver's license and travel may be required. The assigned work schedule may include overtime. The employee must regularly interact positively with co-workers, clients, the public, judges, and justices.

** This job description is ILLUSTRATIVE ONLY and is not a comprehensive listing of all functions performed*

BENEFITS

- Medical/Dental/Vision/Rx, Short, and Long Term Disability Insurance Programs, employee assistance program (EAP) [<http://www.mybenefitsnm.com/>]
- State paid life insurance, supplemental and dependent life insurance
- Optional flexible spending accounts for medical, day-care, and travel expenses
- Paid time off, up to eight (8) weeks
- Paid time off and retirement buyback
- Eleven (11) paid holidays
- Up to 12 weeks of paid parental leave
- Deferred Compensation [457\(b\) plan](#)
- Lifetime Defined Benefits Retirement Plan [<http://www.nmpera.org/>]
- Flexible work schedules and alternative work locations*
- Free health care, Rx, and lab work at the facility ([Stay Well Health Center](#)) in Santa Fe, NM
- Bilingual compensation*
- Training and career development opportunities
- Higher education [opportunities](#), educational leave, and tuition reimbursement
- May qualify for the Public Service Loan Forgiveness Program ([PSLF](#))
- May receive overtime holiday or shift differential pay*
- May receive physical fitness leave*

- What are your benefits worth? Click [here](#) to find out

These benefits vary by job classification or need

START YOUR CAREER

Experience the difference, work for the Judiciary! Apply [here](#)!

History of Job Description: Dev: 05/22/00 (Court Judicial Specialist), Rev: 04/13/07 (Court Clerk 2), 11/05/09 (Added optional typing certification), Audited: 12/17/14 (Job title change from Court Clerk 2 to Judicial Specialist 2), Rev: 02/18/20, Benefits updated: 02/26/21, Audited: 12/31/22, Rev Pay Ranges: 07/08/23
Rev Pay Range: 07/6/24

The state of New Mexico is an equal opportunity employer. Hiring is done without regard to race, color, religion, national origin, sex, sexual orientation, gender identity, age or disability. The state provides reasonable accommodations to the known disabilities of individuals in compliance with the Americans with Disability Act. For accommodation information or if you need special accommodations to complete the application process, please contact the Administrative Office of the Courts Human Resources Division at 505/470-7205. Applications and resumes including a supplemental application must be submitted to apply. Applications may be found online at nmcourts.gov.

HUMAN RESOURCE ADMINISTRATOR

TRAINING SCHEDULE

PLEASE INITIAL AND DATE WHEN TRAINING IS COMPLETE

Date	Activity	Employee's Initial	Liz or designee	Kat	DeVonna	Sam	Tyra	Sylvia	Faith	Jonathan
Monday, August 5, 2024	Take for badge & keys, show around and introduce to building staff		X							
Monday, August 5, 2024	Go over working hours, requests for leave, dress code, comptime, inclement weather - Supreme Court, outside employment, etc.		X							
Monday, August 5, 2024	Independently read Personnel Rules, and Policies & Code of Conduct									
Tuesday, August 6, 2024	Show employees where the employee files, and position files are. Movement of personnel/position files into new cabinets Organizational Listing - OL, how 21600, 21000 & 20800 are structured on the OL, how to read the OL. Vacancy Report	Lanora 9:00 am								
Tuesday, August 6, 2024 (afternoon)	Classification - Reclassification & forms, JAQ. How to read SDFs, OT etc. All Audits, and Media Partners							X		
Tuesday, August 6, 2024 (afternoon)	Discipline - overview of our process, where to save on SHARE, copy to EE File, etc. Policies and Procedures, Rules					X				
Tuesday, August 6, 2024 (afternoon)	Disability/ADA & Drug Testing - who requests go to, general overview, review of the policy, review of the form, etc.					X				X
Tuesday, August 6, 2024 (afternoon)	Performance Plans and Evals; interim, end of probation, focal. FY25 Increases - probationary employees, spreadsheet, calendar invites.								X	
Tuesday, August 6, 2024 (afternoon)	NMJB Website and favorites - inside NM Courts, DFA-SHARE								X	
Tuesday, August 6, 2024 (afternoon)	FMLA - who requests go to, general overview, review of the policy, review of the form, etc.			X						
Wednesday, August 7, 2024 (morning)	New Hires, Transfers, New Hire Packets, Approvals, Exceptions, SHARE entries etc.			X						
Wednesday, August 7, 2024 (morning)	Terminations, Exit Packet, Employee Exit Surveys, TLVS, APs, PTO, SHARE entries and etc.			X						
Wednesday, August 7, 2024 (afternoon)	Outside Employment, Volunteer Forms, PTO Donations, Sick Leave Buyback, Language Access				X					
Wednesday, August 7, 2024 (afternoon)	SHARE/People Soft: PAYROLL - Start to Finish - Payroll Entry, Approving Time, Reports, Queries, running time admin, emails etc. Warrant notices, review copies - what to check. What are saved to payroll audit files. What the payroll register is, who checks it and what they check for, etc. DFA forms for payroll adjustments. What payroll reports are run, what we audit, etc. Ensure work schedule is always M-F even if that is not the schedule due to holiday pay				X					
Wednesday, August 7, 2024 (afternoon)	Show employees various forms that processed thru DFA and the deadlines to send those forms				X					
Wednesday, August 7, 2024 (afternoon)	Temporary Pay Adjustments (MCOPs; TSI/Multilingual Pay) Who currently has a TSI in the SC, where are they saved, tracking, calendaring				X					
Thursday, August 8, 2024 (morning)	Workers' Comp - general overview, review of the policy, review of the form, who forms go to. Overview of the Complaint process.						X			
Thursday, August 8, 2024 (morning)	Out of Cycles. What is required should one be requested						X			
Thursday, August 8, 2024 (morning)	General overview of Classification and Compensation Plan; Review of classification and pay schedule					X				
Thursday, August 8, 2024 (afternoon)	How to request to job postings on the NMJB Website, ads etc. and creating Recruitment Folders, CORA Recruitment. At-will positions do not require recruitments			X						
Thursday, August 8, 2024 (afternoon)	Recruitment and Selection - application review, tiers, list of eligibles, references, offer letters - what to include in offer letters, etc.			X						
Thursday, August 8, 2024 (afternoon)	SC Law Clerk spreadsheet and folders, Interns			X						
Thursday, August 15, 2024	New Employee Orientation (NEO)									

AUTOMATED EMPLOYEE PERFORMANCE PLANNING & EVALUATION



“Any change, even a change for the better, is always accompanied by drawbacks and discomforts.”

“Change is inevitable - except from a vending machine.”

“To make a change often takes a lot of initial energy and effort. This is not unlike a rocket that expends most of its energy in the first few miles even though its destination may be hundreds of thousands of miles away.”

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- ❖ User Guide for the Automated Employee Performance Plan & Evaluation System
- ❖ New Mexico Judicial Branch Employee Performance Planning & Evaluation Manual
- ❖ Training Presentation
- ❖ SAMPLE - includes a job description & sample Performance Plan & Evaluation

User Guide for the Employee Performance Plan and Evaluation Application

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Introduction

The Employee Performance Plan and Evaluation Application provides easy access to your performance information. The information is secured so that only you, your supervisor, and reviewer can access your performance information.

Before you use the system

You can start using the system once you have an active account. Most employees will have accounts created for them by their direct supervisor.

You can create your own account if you are a supervisor who does not have your own performance evaluated. For more information, see *Self registration*.

All supervisors must create accounts for their direct reports if the employee is new. If the employee was transferred from another supervisor or judicial entity, contact Human Resources so they can transfer the account. Once the supervisor creates an account, the employee receives a registration email containing a link to a registration page. The registration page allows the employee to set up their own password and a reminder to help them reset their password in case they forget it.

Once you have registered, you can log in to the system. For more information, see *Logging in*.

Supervisors will also have to set up an association to each of the persons who will act as reviewers.

Supervisor's account setup

If you are a supervisor and your performance is evaluated, then your supervisor will set up an account for you. For more information on activating your account, refer to *Employee's account setup – Activating your account*. If you are a supervisor and you do not have your performance evaluated you can self-register as described in the next section.

Supervisor self-registration

You can self register only if you are a supervisor who does not have your own performance evaluated. To self-register follow the steps below:

1. Visit the following address with your web browser:

<https://insideapps.nmcourts.gov/PerformancePlan/supregistration.jsf>

The Supervisor Registration page opens (see screen shot 1).

2. Complete all required fields.

The *Challenge Question* and *Challenge Answer* fields will help you in case you forget your password (For information on retrieving your password, see *Forgot password*).

3. In the *Challenge Question* field enter a question that only you are likely to know the answer.
4. In the *Challenge Answer* field enter an answer to this question.
5. If you will also be acting as a reviewer, check the “*I will also act as a reviewer*” check box.
6. Click **Submit**. A message appears notifying you if the registration was successful.
7. Once you have self registered you can log into the system. For more information on logging in, see *Logging in*.

Supervisor Registration

Use this form **only if** you are a supervisor who does **not** have your own performance evaluated.

First name:	<input type="text"/>	*
Middle name:	<input type="text"/>	
Last name:	<input type="text"/>	*
Employee ID:	<input type="text"/>	*
Judicial entity:	<input type="text" value="-Select-"/>	*
Job title:	<input type="text" value="-Select-"/>	*
Hire date:	<input type="text"/>	*(format: MM/DD/YYYY)
Email:	<input type="text"/>	*
Password:	<input type="password"/>	*
Confirm password:	<input type="password"/>	*
Challenge question:	<input type="text"/>	*
Challenge answer:	<input type="text"/>	*
I will also act as a reviewer:	<input type="checkbox"/>	

Screen Shot 1 – Supervisor registration screen

Employee's account setup

This section describes the tasks an employee must perform in order to activate their account.

Activating your account

If your supervisor set up an account for you, you will need to activate the account. However you will only need to do this once. After your supervisor has created your account you will receive an email with a link to an activation page. To activate your account follow these steps:

1. Click on the activation link in your email. The account activation page opens (See screen shot 2). If the link does not work, see the *Trouble shooting* section in this document.
2. In the *Email Address* field, enter your full email address.
3. In the *Password* field, type what you want your password to be.
4. In the *Confirm password* field, re-type the password you entered in step 3.
5. In the *Challenge question* field, enter a question that only you know the answer to.
6. In the *Challenge answer* field, enter an answer to the question you entered in step 5. If you forget your password in the future you can reset it by answering the challenge question.
7. Click **Submit**. A message appears notifying you if the activation was successful.

Account Activation

Email address: *

Password: *

Confirm password: *

Challenge question: *

Challenge answer: *

Screen shot 2 – Account Activation Screen

Logging in

You can log in by visiting the following address with your web browser:

<http://inside.nmcourts.gov/PerformancePlan/>

To log into the system follow these steps:

1. From the login screen, enter your full email address in the *User name* field.
2. Enter your password.
3. Click **Submit**. If you have only the employee role, the main menu opens, otherwise:
 - a. If you have multiple roles in the system you are prompted to choose a role. Choose the role you want to work with and click **Submit**. If you did not choose the reviewer role, the main menu opens, otherwise:
 - b. If you choose the reviewer role and if
 - i. you have only one supervisor you can review, the main menu opens.
 - ii. you have multiple supervisors you can review, the system prompts you to choose a supervisor. Choose the supervisor and click **Submit**. The main menu opens.

Automatic logout

After you have logged into the application it creates a login *session*. The session will become inactive if you are not actively working with the application for thirty minutes. This means that you will no longer be logged in. The application will warn you if you are inactive for twenty nine minutes and will ask you to save your work. If you do not save your work before the thirty minutes is up, some of your work may be lost.

Forgotten password

If you have forgotten your password follow these steps:

1. Visit the following address with your web browser:
<http://inside.nmcourts.gov/PerformancePlan/>
The login screen opens.
2. Click **Forgot Password**. The *Forgot Password* screen opens.
3. Enter your email address and click **Submit**. The *Forgot Password* screen displays a message telling you to check your email.

Important: Be sure to enter the correct email address. The system **will not** warn you if you enter an incorrect email address.
4. Check your email, looking for the subject line “Forgot password for Employee Performance Plan and Evaluation.”

5. Click on the link in the forgotten password email. The *Forgot Password* screen displays the *Challenge question* you entered when you set up your account.
6. Enter the answer to the challenge question and click **Submit**.
 - a. If you enter the correct answer, you will receive an email with the subject line “Account reset for Employee Performance Plan and Evaluation.” This email contains instructions for completing the password reset.
 - b. You will have several chances to type the answer correctly. If you fail to answer the question correctly after several tries, you will be “locked out” and must contact the help desk to have your account reset.

Supervisor’s tasks

This section describes the tasks that supervisors perform in the system. Your tasks include:

- Account creation and maintenance for your direct reports
- Maintaining list of your reviewers
- Maintaining your own custom competencies
- Maintaining templates
- Creating or updating plans and evaluations
- Commenting on plans

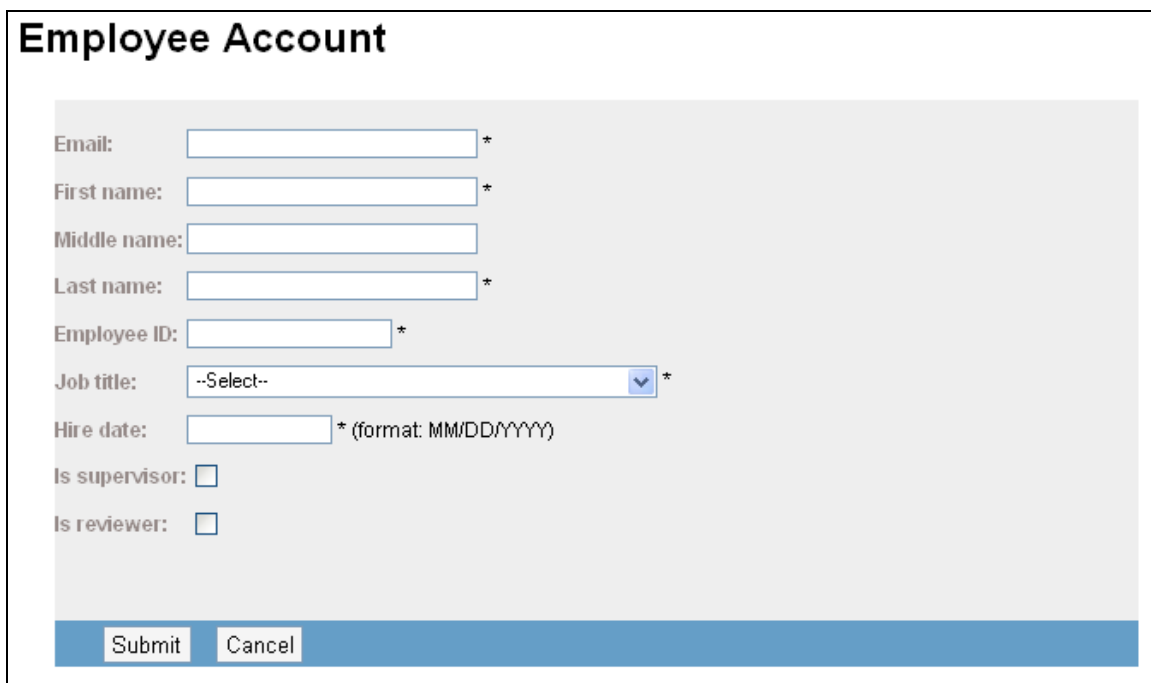
Creating a user account

Important: Employee accounts should **only** be created once. If the employee is a transfer from another supervisor or judicial entity, contact Human Resources for assistance with transferring the account. If your employee’s name and/or email address changes **do not** create another account. Instead, edit the information on the existing account. For information on editing an existing account, refer to *Account Maintenance* section in this document.

To create an account for one of your direct reports follow these steps:

1. Log into the system and select the *Supervisor* role.
2. From the main menu under *Employee* click **Maintain**. The account maintenance screen opens displaying the employees you have created.
3. Click **Add**. The create employee screen opens. (See screen shot 3).
4. Enter the employee’s full email address. Be careful to enter this correctly as the system will send an account activation email to this person. If the email address is incorrect the employee will not get a notification.
5. Enter information in the name fields (the *Middle name* field is optional).

6. Enter the employee's SHARE ID.
7. Select the employee's job title.
8. Enter the date the employee was hired in *MM/DD/YYYY* format. For example: 03/15/2010.
9. If this employee is a supervisor check the "*Is supervisor*" check box.
10. If this employee is a reviewer check the "*Is reviewer*" check box. If you check this box you must also check the "*Is supervisor*" box.
11. Click **Submit**. The account is created and email sent to the employee.



Employee Account

Email: *

First name: *

Middle name:

Last name: *

Employee ID: *

Job title: *

Hire date: * (format: MM/DD/YYYY)

Is supervisor:

Is reviewer:

Screen shot 3 – Employee Account Screen

Account maintenance

You can edit the accounts of your direct reports. For example, you may need to do this due to a name or email address change. You can also force the system to resend an account registration email if your employee says he or she did not receive the email. If an employee gets locked out of their account, you can reset their account and allow them to create a new password.

Important: If an employee's email address changes **do not** create another account. Instead, edit the email address on the existing account.

To maintain accounts, follow these steps:

1. Log into the system and select the *Supervisor* role.
2. From the main menu under *Employee* click **Maintain**. The account maintenance screen opens displaying the employees you have created (See screen shot 4).
3. To edit, click **Edit** next to the employee whose account you want to edit. Edit is not available if the account has a status of *Unregistered*.
4. To re-send account registration email, click **Send email** next to the employee who you want to re-send a registration email.
5. To reset an employee's account if they have forgotten their password, click **Reset**.
6. Click **Cancel** to return the main menu.

Account Maintenance									
Add									
Last Name	Middle Name	First Name	Email	Status	Employee ID	Edit	Re-register	Reset	
Boston	Lynn	Sebene	sboston@nmcourts.gov	Active	000000	Edit		Reset	
Buddy		David	acbrien@nmcourts.gov	Needs reset	314793			Reset	
Cancel									

Screen shot 4 – Account maintenance screen

Maintaining reviewers

Reviewers review the plans and evaluations you create for your employees. A reviewer is typically a supervisor that works in the same judicial entity as you do, however the system allows you to select reviewers from other judicial entities. You may have one or more reviewers. By telling the system who you reviewer(s) are, you are giving access to those people who can review and/or edit the plans and evaluations you have created for your employees.

Adding a reviewer

To add a reviewer, follow these steps:

1. Log into the system and select the *Supervisor* role.
2. From the main menu under *Reviewers* click **Maintain**. The *Maintain Reviewers* screen opens.
3. Click **Add**. The *Add Reviewer* screen opens (see screen shot 5).
4. Click the letter of the last name of your reviewer. The reviewers that match appear in the list.
5. If you wish to select a reviewer from outside your judicial entity, check the **Expand List** checkbox and then repeat step 4.
6. Find the reviewer in the list and click **Add**. The *Maintain Reviewers* screen opens displaying the reviewer you added (see screen shot 6). Notice that the last column on this screen has a *Remove* link.
7. To return to the main menu click **Cancel**.

Add Reviewer

Click the first letter of the last name of a reviewer you want to add. Potential reviewer names show up in the list below. Click **Add** next to the reviewer you want to add.

If you are not finding the reviewer you want, you can expand the list of available reviewers. Expand list

First letter of last name: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Last Name	Middle Name	First Name	Employee ID	Add
Sanchez		Eva	114734	Add
Sanchez	B	Charles	124000	Add

Screen shot 5 – Add Reviewer screen

Maintain Reviewers

Add

Last Name	Middle Name	First Name	Employee ID	Remove
Prisoc		Steve	828282	Remove

Cancel

Screen shot 6 – Maintain Reviewers screen

Removing a reviewer

To remove a reviewer, follow these steps:

1. Log into the system and select the *Supervisor* role.
2. From the main menu under *Reviewers* click **Maintain**. The *Maintain Reviewers* screen opens (see screen shot 6).
3. Click **Remove** next to the reviewer you want to remove. The reviewer is removed from the list.
4. To return to the main menu click **Cancel**.

Maintaining competencies

Competencies are predefined or custom defined goals that you can add to tasks in an employee's plan. The system allows you to create your own custom defined competency list.

Creating a custom competency

To create a custom competency, follow these steps:

1. Log into the system and select the *Supervisor* role.
2. From the main menu under *Competencies* click **Maintain**. The *Maintain Competencies* screen opens (see screen shot 7).
3. Click **Add**. The *Custom Competency* screen opens (see screen shot 8).
4. In the *Term* field, enter the name of the competency.
5. In the *Definition* field, enter the definition of the competency.

6. Click **Submit**. The *Maintain Competencies* screen opens and your new term is shown in the list.
7. To return to the main menu click **Cancel**.

Maintain Competencies			
Add			
Term	Definition	Active	Edit Delete
Lorem Ipsum	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam congue, erat sed feugiat mattis, elit nibh lobortis felis, sit amet porttitor velit est vitae purus. Phasellus volutpat ante sed est convallis eleifend. Nulla facilisi. Aliquam molestie adipiscing ante nec semper. Praesent dictum tristique porttitor. Vivamus sagittis, turpis et viverra condimentum, est ligula dapibus orci, quis porttitor est augue id nisl. Nullam erat mi, volutpat nec euismod sit amet, elementum sit amet quam.	true	Edit Delete
Praesent ac interdum	Nam dictum accumsan consequat. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Pellentesque quis dui sapien. Sed venenatis metus et nisi adipiscing ornare. Praesent sed ipsum tellus, non bibendum eros. Praesent ac interdum elit. Nullam convallis pharetra turpis, et dictum dolor vehicula nec. In tortor neque, gravida non feugiat a, pharetra sit amet felis. Sed vel pellentesque elit. Sed rhoncus sapien quis velit posuere et porta risus gravida. Praesent lacus nisl, tempus eu lacinia ut, suscipit et eros. Praesent ipsum neque, aliquet posuere commodo et, rutrum at sem.	true	Edit Delete

Cancel

Screen shot 7 – Maintain Competencies screen

Custom Competency	
Term:	<input type="text" value="Lorem Ipsum"/>
Definition:	<p> Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam congue, erat sed feugiat mattis, elit nibh lobortis felis, sit amet porttitor velit est vitae purus. Phasellus volutpat ante sed est convallis eleifend. Nulla facilisi. Aliquam molestie adipiscing ante nec semper. Praesent dictum tristique porttitor. Vivamus sagittis, turpis et viverra condimentum, est ligula dapibus orci, quis porttitor est augue id nisl. Nullam erat mi, volutpat nec euismod sit amet, elementum sit amet quam. </p>
<input type="button" value="Submit"/> <input type="button" value="Cancel"/>	

Screen shot 8 – Custom Competency screen (create mode)

Editing a custom competency

To update a custom competency follow these steps:

1. Log into the system and select the *Supervisor* role.
2. From the main menu under *Competencies* click **Maintain**. The *Maintain Competencies* screen opens.
3. Click **Edit** next to the competency you want to change. The *Custom Competency* screen opens in edit mode (see screen shot 8-A).

4. You can edit the term or definition fields or change the active status. Inactive competencies are not shown in drop-down lists.
5. Click **Submit**. The *Maintain Competencies* screen opens and your changes are reflected in the list.
6. To return to the main menu click **Cancel**.

Deleting a custom competency

You can delete a custom competency only if it has not been used in any plan. If you attempt to delete a custom competency that is used in a plan or evaluation you will get an error message similar to the following: “*DataIntegrityException: Cannot delete competency, it is referenced by a plan*”.

To delete a custom competency follow the steps below:

1. Log into the system and select the *Supervisor* role.
2. From the main menu under *Competencies* click **Maintain**. The *Maintain Competencies* screen opens (see screen shot 7).
3. Click **Delete** next to the competency you want to delete. If the delete was successful the item is removed from the list. If the item is being used in a plan or evaluation you will get an error message indicating that you cannot remove the item.
4. To return to the main menu click **Cancel**.

Custom Competency

Term:

Definition:

Etiam iaculis magna at justo hendrerit consectetur. Ut elementum risus a est pulvinar at pulvinar purus tincidunt. Praesent mattis sollicitudin lacus in vestibulum. Quisque mattis, nisi sit amet tempus vulputate, diam risus malesuada justo, eget vulputate sem mauris at magna. Pellentesque luctus sodales faucibus. Sed molestie sem vel elit condimentum sed viverra massa hendrerit.

Active:

Screen shot 8-A – Custom Competency screen (edit mode)

Maintaining templates

You can create a template for a particular job title. When you create a new plan for an employee, you can use that template to create the initial plan and then modify the plan to fit the employee.

Creating a template

To create a template, follow these steps:

1. Log into the system and select the *Supervisor* role.
2. From the main menu under *Template* click **Maintain**. The *Maintain Templates* screen opens (see screen shot 9).
3. Click **Add**. The Template screen opens (see screen shot 10).
4. In the *Template Name* field enter a name for the template.
5. If the template is for a supervisory position check the *Supervisory template* check box.
6. Click **Submit**. The template body section opens (see screen shot 11). This is the same screen you see when you create a new plan.
7. Complete the plan goals, results and competencies for each plan task. To move to the next plan task, click the numbered tabs toward the top of the screen.
8. When you are finished click **Close**. You are returned to the main menu.

Template Name	Plan Type	Edit Title	Edit Body	Remove
Court Clerk II	Nonsupervisory	Edit Title	Edit Body	Remove
General Supervisor	Supervisory	Edit Title	Edit Body	Remove

Cancel

Screen shot 9 – Maintain templates screen

Template Name: *

Supervisory template:

Submit Cancel

Screen shot 10 – Template screen

First	Last	Employee ID	Job title	Phase	Evaluation Type	Evaluation Date
				Plan	Focal-Nonsupervisory	
			Section 1 Grouped Task #		Section 2 Required Work Qualities	
			1	2	3	4
			5	6	7	8
Assignments/Goals/Objectives			Results expected			Competencies
<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut bibendum gravida augue vitae rutrum. Sed at turpis sed nunc porttitor hendrerit. Nulla euismod consectetur elit vel eleifend.</p>			<p>Morbi cursus dapibus dui, eget interdum dolor facilisis at. In scelerisque vulputate arcu, ut blandit leo gravida ut. Donec gravida, urna non imperdiet hendrerit, felis ante tempor dolor, a iaculis orci erat eget risus. Nulla facilisi. Cras nec nunc id orci semper condimentum. Sed nisi mauris, dictum id facilisis ut, rutrum non tortor. Nam accumsan turpis in dui tempus auctor. Nulla cursus facilisis sapien vel sodales. Aliquam lacus dui, pharetra in ultrices ut, laoreet id leo. Duis vel venenatis neque. Aliquam molestie tellus a eros ultrices tincidunt.</p>			<ul style="list-style-type: none"> - Accuracy - Attention to Detail - Customer Service Orientation <p>Accuracy</p>
Close						

Screen shot 11 – Template body

Updating a template

To update a template, follow these steps:

1. Log into the system and select the *Supervisor* role.
2. From the main menu under *Template* click **Maintain**. The *Maintain Templates* screen opens (see screen shot 9).
3. You can edit the title or the plan tasks in a template.
 - a. If you want to edit the title of the template, click **Edit Title** next to the template you want to change. The *Template* screen opens. Edit the content in the *Title* field and click **Submit**. The *Maintain Templates* screen opens and the change is reflected in the list.
 - b. If you want to edit the plan tasks in the template, click **Edit Body** next to the template you want to change. The template body section opens (see screen shot 11). Complete the plan goals, results and competencies for each plan task. To move to the next plan task click the numbered tabs toward the top of the screen.
4. When you are finished click **Close**. You are returned to the main menu.

Working with plans and evaluations

This section describes how to create and update a plan. Note that you can start working on a plan, close it and open it up for editing at any time. When you create a plan its status is *hidden* so your employee cannot see it until you are ready to make it visible. Changing the visibility of a plan is discussed in the section, *Updating a plan or evaluation*.

Creating a plan

To create a plan, follow these steps:

1. Log into the system and select the *Supervisor* role.

2. From the main menu under *Plan/Evaluation* click **New**. The *Create Plan* screen opens (see screen shot 12).
3. From the *Employee* drop-down field select the employee you want to create a plan for.
4. From the *Evaluation type* drop-down select the type of evaluation: Focal, Interim or Probation.
5. Enter the evaluation date in MM/DD/YYYY format.
6. If you want to create this plan using a template, select the template from the *Use template* drop-down field.
7. Click **Submit**. The plan opens (see screen shot 13).
8. In the *Assignments/Goals/Objectives* field enter the information for this first task.
9. In the *Results expected* field enter the results you expect the employee to achieve.
10. Under the *Competencies* column, select a competency that you want the employee to work towards and click the **plus** button. The competency is added just below the column heading. You may repeat this process, adding as many competencies as you wish. Added competencies have a **minus** button next to them in case you want to remove a competency from this task.
11. Click the # 2 *Grouped Task* tab button, the second task opens for edit. Repeat the process of entering data as you did in step 11 above.
12. Complete as many tasks as the HR Department requires for completing the plan.
13. The last tab button, # 8, lists the individual work qualities that all employees should possess. There are no entry fields on this tab.
14. When you have completed the plan, click **Close**. Your work is saved and you are returned to the main menu.

The screenshot shows a web form titled "Plan Create". It contains four rows of input fields, each with a label on the left and a dropdown menu or text box on the right. The first row is "Employee:" with a dropdown menu showing "-Select-" and an asterisk. The second row is "Evaluation type:" with a dropdown menu showing "-Select-" and an asterisk. The third row is "Evaluation date:" with a text input field and an asterisk followed by "(format: MM/DD/YYYY)". The fourth row is "Use template:" with a dropdown menu showing "-Select-". At the bottom of the form, there is a blue bar containing two buttons: "Submit" and "Cancel".

Screen shot 12 – Create Plan screen

First	Last	Employee ID	Job title	Phase	Evaluation Type	Evaluation Date	
Pedro	Klecza	92929292		Plan	Focal-Supervisory	02/04/2004	
			Section 1 Grouped Task #				Section 2 Required Work Qualities
			1 2 3 4 5 6 7				8
Assignments/Goals/Objectives			Results expected			Competencies	
						Accuracy <input type="text"/> +	
<input type="button" value="Save & Close"/> <input type="button" value="Save"/> <input type="button" value="Overall Comments"/>							

Screen shot 13 –Plan screen

Updating a plan or evaluation

To update a plan, follow these steps:

1. Log into the system and select the *Supervisor* role.
2. From the main menu under *Plan/Evaluation* click **Update**. The *Plan/Evaluation Update* screen opens.
3. From the *Employee* drop-down field, select the employee whose plan or evaluation you want to work with. The *Plan/Evaluation Update* screen (see screen shot 14) displays all plans and evaluations for the employee, whether the plan has been reviewed, and the *phase* (plan, evaluation, or closed).

From this screen you can carry out several operations depending on the phase or status of the plan or evaluation.

- You can change a plan to an evaluation by clicking on the label under the *Phase* column (or change the evaluation back to a plan).
 - You can change the visibility of the plan or evaluation so the employee cannot view or print the plan/evaluation.
 - You can edit the plan header (the evaluation type, evaluation date, and in some cases the employee’s job title or the supervisor listed on the plan or evaluation) by clicking **Δ Header**.
 - You can edit the plan or evaluation by clicking **Update**.
 - You can finalize an evaluation.
 - You can print an evaluation.
4. Clicking **Update** opens the plan or evaluation for editing. In the evaluation phase, the “plan portion” is not editable, but you may enter data into the notes and score fields (see screen shot 15).

5. Clicking the **Comments** button allows the supervisor to view the employee's comments on the plan and/or evaluation. The supervisor can enter comments only in the evaluation phase.
6. When you are done updating the plan or evaluation, click **Close**. Your work is saved and you are returned to the main menu.

Changing employee job title on a plan or evaluation

An employee's job title is set on the plan at the time of creation. However, if the employee's job title changes between the time the plan was created and the evaluation is finalized, you may update the job title on the plan or evaluation. You should only do so if the employee held the new job title sometime during the plan/evaluation cycle for the plan or evaluation you are changing.

If the employee's job title has changed from what is listed on the plan, the *Update Plan Header* screen will show the title on the plan, the current title of the employee and a checkbox to update the plan or evaluation to the employee's current job title (see screen shot 13-a). To update the job title, check the checkbox and click **Submit**.

Warning: Be very careful using this feature as there is no "undo" function once you have made the change.

Changing a supervisor on a plan or evaluation

You may gain new employee(s) through transfer into your department or if you have just become a supervisor to a new group. In either case, the plans and evaluations for your new employee(s) have their prior supervisor listed on their plans. You can update their current plans and evaluations to show you as the supervisor. You should only do so to plans and evaluations in the current cycle.

If the employee's current supervisor is different from what is listed on the plan, the *Update Plan Header* screen will show the supervisor on the plan, the current supervisor of the employee and a checkbox to update the plan or evaluation to the employee's current supervisor (see screen shot 13-a). To update the supervisor, check the checkbox and click **Submit**.

Warning: Be very careful using this feature as there is no "undo" function once you have made the change.

Update Plan Header

Employee:	Sebene Lynn Boston		
Evaluation type:	<input type="text" value="FOCAL"/>	*	
Evaluation date:	<input type="text" value="09/25/2018"/>	* (format: MM/DD/YYYY)	
Job title on plan:	AOC Software Development Manager Current title for employee: AOC Systems Manager Update plan with current job title? <input type="checkbox"/>		
Supervisor on plan:	Trixi Bubemyre Current supervisor: Steve Prisoc Update plan with current supervisor? <input type="checkbox"/>		
<input type="button" value="Submit"/> <input type="button" value="Cancel"/>			

Screen shot 13-A – Update plan header

Copying from an evaluation

You can copy the previous year's evaluation to make a new plan for the current year.

To create a copy, follow these steps:

1. Log into the system and select the *Supervisor* role.
2. From the main menu under *Plan/Evaluation* click **Update**. The *Plan/Evaluation Update* screen opens.
3. From the *Employee* drop-down field, select the employee whose plan or evaluation you want to work with. The *Plan/Evaluation Update* screen (see screen shot 14) displays all plans and evaluations for the employee.
4. Next to the evaluation you want to copy, click **Copy**. A dialog box asks you to confirm that you want to copy the plan.
5. Click **OK**. The plan is copied and the evaluation date is set to the current date.

Deleting a plan

You can delete a plan or evaluation as long as it is not finalized.

Warning: Once you delete a plan or evaluation, it is gone forever.

To delete a plan or evaluation, follow these steps:

1. Log into the system and select the *Supervisor* role.
2. From the main menu under *Plan/Evaluation* click **Update**. The *Plan/Evaluation Update* screen opens.
3. From the *Employee* drop-down field, select the employee whose plan or evaluation you want to work with. The *Plan/Evaluation Update* screen (see screen shot 14) displays all plans and evaluations for the employee.
4. Next to the plan or evaluation you want to delete, click **Delete**. A dialog box asks you to confirm that you want to delete the item.
5. Click **OK**. The item is deleted.

Finalizing an evaluation

When you, the employee, and the reviewer have signed the printed evaluation, you should finalize the evaluation.

Warning: Once you finalize an evaluation, no further changes can be made.

To finalize an evaluation, follow these steps:

1. Log into the system and select the *Supervisor* role.
2. From the main menu under *Plan/Evaluation* click **Update**. The *Plan/Evaluation Update* screen opens.

3. From the *Employee* drop-down field, select the employee whose plan or evaluation you want to work with. The *Plan/Evaluation Update* screen (see screen shot 14).
4. Click **Finalize** on the evaluation you want to finalize. The application warns you that if you finalize the evaluation you can not make any changes to it in the future.
5. If you are sure you want to finalize the evaluation, click **Finalize Evaluation**, otherwise click **Cancel**.

Plan/Evaluation Update

Select the employee whose plan/evaluation you want to work with.

Employee:

Evaluation Date	Evaluation Type	Phase	Hide	Reviewed	Update	Copy Plan	Delete	Header	Finalize	Print
Aug 29, 2011	Focal	Δ Evaluation	Δ Visible	No	Update	Copy	Delete	Header	Finalize	Print
Sep 7, 2011	Focal	Δ Plan	Δ Hidden	No	Update		Delete	Header		Print

Screen shot 14 - Plan/Evaluation Update screen

First	Last	Employee ID	Job title	Phase	Evaluation Type	Evaluation Date
Pedro	Kieczka	92929292	Software Applications Developer Senior	Evaluation	Focal-Supervisory	02/04/2004

Section 1 Grouped Task #							Section 2 Required Work Qualities
1	2	3	4	5	6	7	8
Assignments Goals Objectives Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque dignissima, dolor a tempor vehicula, lorem tellus				Results expected Donec sit amet felis vel dui eleifend porttitor sit amet vitae magna. Nulla commodo pharetra justo in iaculis. Praesent tempor, eros et facilisis placerat, velit ipsum rutrum metus, quis ornare ipsum felis a mauris. Suspendisse potenti.			Competencies Accuracy Attention to Detail Effective Writing Skills
Eval Notes Cras interdum lacus ut leo ullamcorper ut sodales diam hendrerit. Praesent vel sapien quis iaculis congue venenatis. Vivamus tortor leo, accumsan vel malesuada sit amet, congue ac eros. Duis non mauris a ante tempus blandit. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae. Morbi volutpat porttitor volutpat. Aenean a purus vitae lectus placerat tincidunt a vel tortor.				Score: <input type="text" value="Surpasses"/>			

Screen shot 15 - Evaluation screen

Reviewer’s tasks

This section describes the tasks that reviewers perform in the system. Your tasks include:

- Updating plans and evaluations
- Marking plans and evaluations as reviewed
- Commenting on the overall evaluation

Updating and reviewing plans and evaluations

To review a plan or evaluation, follow these steps:

1. Log into the system and select the *Reviewer* role.
 - a. If you have more than one supervisor for whom you conduct reviews the *Select Supervisor* screen opens, otherwise see step 2 below.
 - b. From the drop-down, select the supervisor whose employees you want to review. Once you select the supervisor, the main menu opens.
2. From the main menu under *Plan/Evaluation* click **Update**. The *Review Plan/Evaluation* screen opens.
3. From the *Employee* drop-down field select the employee whose plan or evaluation you want to work with. The *Plan/Evaluation Update* screen (see screen shot 15) displays all plans and evaluations for the employee, whether the plan has been reviewed, the *phase* (plan, evaluation, or closed), and if the plan has been reviewed.

From this screen you can carry out several operations depending on the phase or status of the plan or evaluation.

- You can change a plan to an evaluation by clicking on the label under the *Phase* column (or change the evaluation back to a plan).
 - You can change the visibility of the plan or evaluation so the employee cannot view or print the plan/evaluation.
 - You can edit the plan or evaluation by clicking **Update**.
 - You can mark a plan as reviewed.
 - You can print an evaluation.
4. Clicking **Update** opens the plan or evaluation for editing. In the evaluation phase, the “plan portion” is not editable, but you may enter data into the notes and score fields (see screen shot 17).
 5. Clicking the **Comments** button allows the reviewer to view the employee’s comments on the plan and/or evaluation. The reviewer can enter comments only in the evaluation phase.
 6. If the plan or evaluation has not yet been marked as reviewed, the **Mark as reviewed** button appears next to the close button. Marking a plan or evaluation as reviewed closes the screen and returns you to the main menu.
 7. When you are done updating the plan or evaluation, click **Close**. Your work is saved and you are returned to the main menu.

Review Plan/Evaluation

Select the employee whose plan/evaluation you want to work with.

Employee:

Evaluation Date	Evaluation Type	Phase	Hide	Reviewed	Update	Print
Mar 4, 2010	Focal	△ Plan	△ Visible	△ Yes	Update	Print
May 7, 2010	Focal	△ Evaluation	△ Hidden	△ No	Update	Print
May 20, 2010	Focal	Closed	△ Visible			Print
May 21, 2010	Interim	△ Plan	△ Hidden	△ No	Update	Print

Screen shot 16 –Plan/Evaluation Review screen

First	Last	Employee ID	Job title	Phase	Evaluation Type	Evaluation Date
Peter	Klecza	8675309	Software Applications Developer Senior	Evaluation	Focal-Nonsupervisory	03/04/2010

Section 1 Grouped Task #				Section 2 Required Work Qualities			
<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>	<input type="text" value="7"/>	<input type="text" value="8"/>

Assignments Goals Objectives	Results expected	Competencies
<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque suscipit erat in nunc egestas eget convallis purus auctor. Suspendisse a nulla libero. Nam placerat dignissima est, at mollis dui sodales sit amet. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Sed ut risus id elit interdum blandit a at ligula. Aenean pulvinar sem nec urna laoreet ultricies. Nunc ultricies nulla eget lorem ultricies dapibus. Vivamus fringilla, odio non ultricies congue, mauris tellus dictum ante, sed fermentum nulla urna tempus neque.</p>	<p>Sed ut risus id elit interdum blandit a at ligula. Aenean pulvinar sem nec urna laoreet ultricies. Nunc ultricies nulla eget lorem ultricies dapibus. Vivamus fringilla, odio non ultricies congue, mauris tellus dictum ante, sed fermentum nulla urna tempus neque.</p>	<ul style="list-style-type: none"> Accuracy Attention to Detail Confidentiality - Communications & Documents Customer Service Orientation

<p>Eval Notes</p> <p>Nulla vel odio purus, gravida tempor dui. Cras arcu arcu, imperdiet ac dapibus vel, egestas vitae lorem. Nam consequat, odio vulputate molestie varius, ligula eros viverra leo, eu viverra mauris nulla sollicitudin ante. Quisque vel felis id tortor aliquet fringilla. Sed id suscipit nunc. Nulla non augue eget urna lobortis rhoncus a fringilla nisi. Donec blandit lacinia eros, eu vulputate turpis hendrerit fermentum.</p>	<p>Score: <input type="text" value="Exemplary"/></p>
---	--

Screen shot 17 –Evaluation screen

Employee's tasks

This section describes the tasks that employees perform in the system. Employee tasks include:

- Viewing competency and individual qualities definitions
- Working with the employee communication form
- Viewing your plans and evaluations
- Commenting on your plans and evaluations

Viewing definitions

The main menu displays links that allow you to view standard competency definitions, competency definitions you supervisor has created, and individual work quality definitions.

To view definitions, follow these steps:

1. Log into the system and if the system asks you to select a role, select the *Employee* role.
2. From the main menu, under *Competencies* click **View Competencies** (to view the standard competencies) or **View My Supervisor's Custom Competencies**. The competencies and their definitions are displayed.
3. To return to the main menu, click **Close** at the top-right of the list.

Communication form

The communications form is for communicating with your supervisor prior to a review. You can create, update, print and delete your communication forms. Your supervisor cannot see your communication form on the system. When you have completed your communication form and are ready to show it to your supervisor you can print it out or save it as a PDF and email it to your supervisor if you wish.

Creating a communications form

To create a new communication form, follow these steps:

1. Log into the system and if the system asks you to select a role, select the *Employee* role.
2. From the main menu, under *Communication* click **Maintain**. The *Maintain Communication Forms* screen opens.
3. Click **Add**. The *Communication Form* screen opens.
4. Enter the evaluation date and the information you wish to enter in each section.

5. Click **Submit**. The *Maintain Communication Forms* screen opens and displays the list of forms you have created.
6. To return to the main menu, click **Cancel**.

Updating a communications form

To update a communication form, follow these steps:

1. Log into the system and if the system asks you to select a role, select the *Employee* role.
2. From the main menu, under *Communication* click **Maintain**. The *Maintain Communication Forms* screen opens.
3. Click **Edit** next to the form in the list you want to edit. The *Communication Form* screen opens.
4. Edit the evaluation date and/or the information you wish to enter in each section.
5. Click **Submit**. The *Maintain Communication Forms* screen opens and displays the list of forms you have created.
6. To return to the main menu, click **Cancel**.

Printing a communications form

To print a communication form, follow these steps:

1. Log into the system and if the system asks you to select a role, select the *Employee* role.
2. From the main menu, under *Communication* click **Maintain**. The *Maintain Communication Forms* screen opens.
3. Click **Print** next to the form in the list you want to print. The form is displayed as PDF in your browser. You can print the PDF or save the PDF to your desktop.
4. To return to the main menu, click your browser's back button, then click **Cancel**.

Deleting a communications form

To delete a communication form, follow these steps:

1. Log into the system and if the system asks you to select a role, select the *Employee* role.
2. From the main menu, under *Communication* click **Maintain**. The *Maintain Communication Forms* screen opens.
3. Click **Delete** next to the form in the list you want to delete. The *Maintain Communication Forms* removes the form from the list of forms you have created.
4. To return to the main menu, click **Cancel**.

Plans and evaluations

You can view or print your plans and evaluations at any time unless they are hidden. Your supervisor may hide the contents of the plan or evaluation until they are ready for you to see it. If the plan or evaluation is hidden, you will still be able to see it listed on the Plan/Evaluation View screen (see screen shot 18), but you will not be able to view or print it.

You can enter a comment on a plan or evaluation (while the evaluation is open). Once your supervisor has finalized your evaluation, you can not view it online or change comments, however you can still print it.

Viewing and commenting

To view and/or comment on your plan or evaluation, follow these steps:

1. Log into the system and if the system asks you to select a role, select the *Employee* role.
2. From the main menu, under *Plan/Evaluation* click **View**. The *Plan/Evaluation View* screen opens (see screen shot 18).
3. If you want to view and/or comment on an open plan or evaluation, click **View** next to the item you want to work with. The plan or evaluation opens.
4. To add a comment, click **Comments**. The comments section opens.
5. Enter comments in the available comments field. During the plan phase, the plan comment is available for you to enter comments, but the evaluation comments box is not active. In the evaluation phase the situation is reversed; the plan comment field is inactive, but you can enter comments in the evaluation comments field. Click **Close** to save your comments and return to the main menu.

Printing plans and evaluations

To print your plan or evaluation, follow these steps:

1. Log into the system and if the system asks you to select a role, select the *Employee* role.
2. From the main menu, under *Plan/Evaluation* click **View**. The *Plan/Evaluation View* screen opens (see screen shot 18).
3. Click **Print** next to the item you want to print. The plan or evaluation opens in a Microsoft Word document.

Plan/Evaluation View

Evaluation Date	Evaluation Type	Phase	View	Print
Mar 4, 2009	Interim	Hidden Plan		
Jun 1, 2010	Focal	Finalized		Print
Jul 4, 2010	Focal	Evaluation	View	Print

Cancel

Screen shot 18 – Plan/Evaluation View screen

Trouble shooting

Issue: The account registration email link to activate my account will not work.

Your supervisor may have tried to resend the registration email from the application. Each time the application sends an email it appends a new code to the registration link. Make sure you are using the latest email to register.

Issue: After working with the Forgot Password function my account is locked.

Contact the Human Resources department and ask for an account reset.

Issue: When I click 'Print' on a Plan/Evaluation or Communication form, nothing happens.

Rendering the document takes time. Please be patient and allow at least 60 seconds for the PDF to open.

Issue: The total score on a printed evaluation says "INVALID".

An evaluation must have a minimum of four scored tasks in order to calculate a valid score.

Issue: When creating a plan you get the message "Person does not have active job title".

Both your job title and your employee's job title must be current before you can create a plan. If your employee's job title is not current, you can edit the employee's account. For more information on editing your employee's account, see *Account Maintenance*. If your job title is not current, contact your supervisor or Human Resources.

New Mexico Judicial Branch

Employee Performance Planning & Performance Evaluation Manual



Effective July 1, 2008

(Revised March 05, 2020)

Access forms and related materials on the Web Site at
[https://humanresources.nmcourts.gov/performance-
managements-performance-evaluations.aspx](https://humanresources.nmcourts.gov/performance-managements-performance-evaluations.aspx)

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INTRODUCTION

The State of New Mexico Judicial Branch performance planning and evaluation process has been developed in support of a number of important Judicial Branch goals: to establish an ongoing dialogue and to strengthen the partnership between managers and employees, to promote continuous improvement by fostering individual and organizational excellence, and to assist in human resource(s) decisions. Performance planning and evaluations clarify how each employee contributes to the organization's objectives, delivers constant and constructive employee feedback and supports a system of differentiated rewards.

Job Review - Performance Plan Preparation - Employee Evaluation

SUMMARY "SHORT" INSTRUCTIONS

Section 1

- The employee Performance Plan section is used to communicate and document job assignments, set meaningful job assignment goals and objectives related to job priorities, and describe the specific results expected in measurable terms. (Group assignments by task type, in order of importance.)
- The Performance Plan may be updated at any time during the evaluation cycle. The employee, supervisor and reviewer must initial updates.
- Each non-supervisory employee must be assigned a minimum of three (3) grouped work assignments and no more than seven (7). Each will also have a score on the required work qualities.
- Each supervisory employee must be assigned a minimum of three (3) work assignments, in addition to the mandatory three (3) supervisory tasks for a total of no more than seven (7). Each will also have a score on the required work qualities.
- List the specific Competency numbers that are important for the staff member's success.
 - Additional Competencies and comments may be added.
 - Attach the New Mexico Judicial Branch Job Description.

Section 2 - Required Work Qualities are listed in section 2. These qualities are important to how the employee can be successful on the job. Additional qualities may be utilized but must be defined by the supervisor.

Section 3

- If applicable include the mandatory three (3) Leadership tasks for supervisory personnel. If Section 3 does not apply, place an N/A in the Point Score box. This section may be utilized for Leadworkers who have assigned subordinate personnel for whom they evaluate performance only.

Employee Comments - Employees should use the comments sections and the Employee Communication Form to communicate and document how he or she understands his or her work expectations and would evaluate his or her overall performance during the past evaluation cycle.

Section 4

- Performance Evaluation: Document the employee's overall performance during the past evaluation cycle.
 - The first one-year evaluation cycle begins within the employee's first 30 business days of appointment and ends upon completion of the probationary period one year later.
 - The evaluation cycle will be changed to the adopted Focal Point Evaluation cycle upon completion of the one-year probationary period.
- Select the evaluation rating that describes the employee's overall job performance, applicable competencies, required work qualities and leadership qualities. At the end of the evaluation cycle, enter the evaluation score in the corresponding box.

DETAILED INSTRUCTIONS

EMPLOYEE PERFORMANCE PLAN - Sections 1, 2 and 3

PLAN Introduction - Please use these instructions as a guide when meeting with the employee, and discuss each factor and your expectations for performance. It is mandatory that supervisors and reviewers develop an employee Performance Plan for all direct reports (except for at-will and temporary employees) in accordance with New Mexico Judicial Branch Personnel Rule (NMJBPR), Section 6 - Performance Planning, Development and Evaluations.

- Review the employee's assigned job description and utilize it to begin the planning process. Attach a copy of the job description to the Performance Plan. Access job descriptions at the New Mexico Judicial Branch web site.

Employee Performance Plan development is a collaborative effort between the supervisor, employee and reviewer, and is used at the beginning of the evaluation cycle to communicate and document meaningful:

- work assignments and expectations;
- work objectives/goals related to job priorities and organizational goals;
- specific results expected in measurable terms; and
- job effectiveness competencies (terms which describe how the work gets done effectively).

Clarifying how each employee's work contribution helps the organization and his or her self succeed is a continuous process throughout the year and performance plans may be updated, as necessary.

Employee - The employee must review his or her Performance Plan, meet with his or her supervisor and understand (not always agree) what his or her performance expectations are for the evaluation cycle. The employee is encouraged to actively participate in the Performance Plan development and discussion.

Supervisor - The immediate supervisor must complete the Performance Planning Form for each direct report. The immediate supervisor drafts the Performance Plan for discussion with the employee, and then for final review by the Reviewer. For new hires the Performance Plan and planning discussion must be within 30 business days of the employee's appointment. (Ref: NMJBPR, Section 6)

Employee Transfers, Promotions, Demotions, Job Classification Changes - The immediate supervisor of an employee who was promoted, demoted, transferred laterally or reclassified must develop and complete a Performance Plan at the beginning of what is considered the employee's new performance evaluation cycle. This must be within 30 business days of the employee's appointment, transfer or classification change.

Reviewer - It is strongly recommended that the reviewer study the plan prior to the employee and supervisor planning meeting. The reviewer must review the employee Performance Plan prior to the plan being considered officially in place. The reviewer may adjust the plan as appropriate. If the reviewer changes the plan, the employee and supervisor must meet again and initial the changes made by the reviewer, to indicate their understanding of the plan revision. The reviewer must critique the plan again after the employee and supervisor performance planning meeting. By signing the Performance Plan the reviewer is indicating his or her agreement with the final Performance Plan.

Plan to HR - Please submit a copy of the completed and signed Performance Plan to your Human Resource(s) Department. Supervisors should retain the original to make adjustments throughout the evaluation cycle as necessary and then to finalize at the end of the evaluation cycle.

Section 1 - Work Assignments, Goals, Objectives & Expectations; and Competencies

Work Assignments - A group of assigned tasks that describe the work to be performed and the results expected.

- Each non-supervisory employee must be assigned a minimum of three (3) job assignments and no more than seven (7).
- Each supervisory employee must be assigned a minimum of three (3) job assignments, in addition to the mandatory three (3) supervisory tasks for a total of no more than seven (7).
- Supervisors are encouraged to group assignments by task type and list in order of importance.
- Reference the associated NM Judicial Branch job description. When writing job assignments, you may cut and paste applicable defined job duties from the job description.

Goals - Meaningful work expectations set by the immediate supervisor at the beginning of an employee's evaluation cycle (initial hire, appointment or promotion to a new job classification, focal point planning session). Goals should be jointly formulated between the employee, supervisor and reviewer.

Objectives - Describe "why" the work assignments and goals have been established.

Results Expected - Set time lines and final outcomes. When planning, results need to be **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime framed (**SMART**).

Job Effectiveness & Organizational Success Competencies - Please review the definitions and list the specific competency numbers that are important for the staff member's success. Additional competencies may be added as applicable and must be clearly defined in this section.

"SMART" Performance Planning Definition of Terms

Specific - Write a concise statement of the goal including what needs to be accomplished and when - the specific results/outcomes you expect.

Measurable - Include in the specific goal statement the measurements to be used to determine that the results and outcomes expected have been achieved.

Attainable - The expected results/outcomes must be within the authority, skill and knowledge level, and the needed resources should be available to the individual expected to achieve them.

Relevant - The expected results/outcomes should be tied to efforts in support of the Judicial Entity's mission and strategic plan and/or the mission.

Time Framed - Deadlines for achieving expected results/outcomes should not be left open-ended. Deadlines can be moved if circumstances warrant but should be re-set and monitored.

SAMPLE PLAN - Section 1				<u>EVAL</u> Section 4
Grouped Task #	Work Assignments, Goals & Objectives	Results Expected	Job Effectiveness & Organizational Success Competencies (List by #)	Rating Score (Complete at the end of evaluation cycle.)
1	FELONY CASE MAINTENANCE (Court Clerk 2 in a Magistrate Court) - Open all felony cases, maintain files, copy files for parties, update files and computer after arraignment and as otherwise necessary, schedule necessary hearings with notice to parties, docket and file case pleadings, close files, disburse bonds, bind over bonds to District Court, file closed files.	Productivity - Felonies must be bound over to District Court within 10 days of the filing of the notice of indictment. Felonies, including bind overs, will be closed at a rate of 20 per week. All other duties will be completed daily. Cases for in jail arraignments will be completed by 10:30. Labels will be run at 12:00 noon.	1-Accuracy, 2-Achieve Results, 4-Adherence to Policy, 5 -Attention to Detail, 7-Confidentiality, 16-Efficiency, 19-Job Knowledge, 21-Planning & Preparing, 22-Prioritizing	
EVAL NOTES	<i>To be completed at the end of the evaluation cycle.</i>			

Section 2 – Required Work Qualities

Section 2 is to be completed for all employees by the supervisor, and offers the supervisor and reviewer a way to communicate to the employee the required work qualities necessary for the job. An work quality describes "how" an employee can be successful on the job. All work qualities are important.

- Additional work qualities may be added as applicable and must be clearly defined in this section.

SAMPLE - PLAN - Section 2 Required Work Qualities		
(Ref: Glossary of Terms)	Adaptability to change, attendance, commitment to quality work, cooperation and teamwork, dependability, good interpersonal skills, honesty, recognize diversity, respect for others, result oriented, take responsibility, willingness to learn.	
EVAL NOTES	<i>To be completed at the end of the evaluation cycle.</i>	<i>Eval score to be assigned at the end of the eval cycle.</i>

Section 3 - The Three Mandatory Leadership Tasks

Section 3 is to be utilized for supervisors and leadworkers actually assigned supervisory duties (in a mentorship program). All supervisory staff shall be evaluated on the same three (3) supervisory work assignments, goals and objectives; results expected and competencies as described.

- If applicable, include the mandatory three (3) Leadership tasks for supervisory personnel in your planning discussion.
- If Section 3 does not apply, place an N/A in the Rating Score box.

EMPLOYEE COMMENTS on PLAN

This comment area in the PERFORMANCE PLAN section encourages the employee to review and comment about his or her Performance Plan.

- Employees should use this as an opportunity to communicate and document how he or she understands his or her job expectations and to provide any additional information to have considered in the performance plan discussion with the supervisor.
- This section must be completed prior to the Performance Plan signatures.

Signatures for PERFORMANCE PLAN

Employee - The employee signature does not indicate complete agreement with the Performance Plan. It indicates receipt and understanding of the assigned work assignments, goals and objectives, results expected, job competencies and qualities. To be signed at the beginning of the evaluation cycle.

Supervisor - Upon completion of the performance planning meeting with the employee, the supervisor's signature indicates that he or she considers the plan almost final and ready for review.

Reviewer - The reviewer should be well informed as to the intended employee Performance Plan. It is strongly suggested that the reviewer initial the semi final plan before it is presented to the employee. After the performance planning meeting, the reviewer should then receive the Performance Plan for final review and signature.

Section 4 - EMPLOYEE PERFORMANCE EVALUATION

Evaluations reinforce the value of good performance and show appreciation, and if necessary the need for performance improvement and finalizes the evaluation cycle process. Good performance feedback can motivate employees to improve performance.

The Employee Performance Evaluation provides work performance feedback and communicates to the employee:

- How effective he or she has demonstrated his or her work knowledge, skills and abilities.
- How well he or she has performed a job or task compared to the results expected as set in the Performance Plan, at the end of the evaluation cycle.

Supervisor and reviewer finalization of an employee performance evaluation is mandatory for all direct reports.

New Employee Evaluation - The immediate supervisor must evaluate a new employee who has not yet completed his or her one-year probationary cycle at least once prior to the completion of the probationary cycle in accordance with NMJBPR Section 6. Supervisors are encouraged to evaluate new employees at the end of six (6) months.

Completed Probation - The immediate supervisor must evaluate his or her direct reports who have completed their probationary cycle at least annually.

Intermittent Evaluation - The immediate supervisor may evaluate an employee whenever a supervisor wants to make an employee's performance a matter of record; upon change of supervisor; or when the supervisor deems appropriate. The basis for the evaluation is ongoing performance, not an isolated incident.

Be as fair as you can be; do not let personal feelings influence the evaluation. Supporting comments are key elements of appraisal.

EVALUATION NOTES

Throughout the performance evaluation cycle, a supervisor should keep notes on his or her employee's work performance. This may be necessary to provide a balanced and complete review of each employee's work throughout the evaluation cycle. Without notes to jog memory, a supervisor may be more likely to make some of the mistakes common in performance evaluation, such as the "recency" effect or the "halo" effect. Notes do not need to be extensive or formal.

In the EVAL NOTES sections (just under the work assignments etc.) the supervisor and/or reviewer should summarize the overall effectiveness of the employee's assigned work for each task.

- Read each of the task criteria as written in the Performance Plan and utilize specific terms that best describe the employee's overall performance and contribution during the past evaluation cycle.
- Consider work accomplishments and success in meeting predetermined work objectives and expectations.
- List special contributions the employee made to the division, the court, etc. during the evaluation cycle.
- List notable obstacles encountered when performing assigned work tasks.
- i Summarize your feelings about his or her performance during the review cycle and provide feedback regarding what training, cross-training, or on-the-job assignments could be beneficial in his or her continued work development.
- Draw on specific aspects of the employee's performance to support the evaluation point score, and any other additional information you need to document employee performance.

Eval Rating Score (Section 4)

- Evaluate the overall performance of the employee for each task group and enter the evaluation rating score in the box at the far right. Also, enter the grouped task scores on the Plan and Evaluation Signature Page.
 - Evaluation ratings may be:
 - “Exemplary”, “Surpasses”, “Meets Requirements”, “Needs Improvement”, and “Fails to Meet Requirements”.
- The average of the ratings will be the overall rating.

SAMPLE – EVAL NOTES				<u>EVAL</u> Section 4
Grouped Task #	Work Assignments, Goals & Objectives	Results Expected	Job Effectiveness & Organizational Success Competencies (List by #)	Rating Score (Complete at the end of evaluation cycle.)
1	FELONY CASE MAINTENANCE (Court Clerk 2 in a Magistrate Court) - Open all felony cases, maintain files, copy files for parties, update files and computer after arraignment and as otherwise necessary, schedule necessary hearings with notice to parties, docket and file case pleadings, close files, disburse bonds, bind over bonds to District Court, file closed files.	Productivity - Felonies must be bound over to District Court within 10 days of the filing of the notice of indictment. Felonies, including bind overs, will be closed at a rate of 20 per week. All other duties will be completed daily. Cases for in jail arraignments will be completed by 10:30. Labels will be run at 12:00 noon.	1-Accuracy, 2-Achieve Results, 4-Adherence to Policy, 5-Attention to Detail, 7-Confidentiality, 16-Efficiency, 19-Job Knowledge, 21-Planning & Preparing, 22-Prioritizing	
EVAL NOTES	Ms. Smith did a fine job opening, maintaining, copying and closing cases. Data entry into the database was timely and her thoroughness was appreciated. Scheduling of hearings and public notices were done sufficiently with no significant issues. Docketing was done efficiently and timely. The disbursement of bonds was done with very few errors (errors were addressed with no significant findings). In this task grouping Ms. Smith surpassed expectations.			3

Section 4 - EMPLOYEE COMMENTS on EVALUATION

Employee Comments on EVALUATION - This comment area in the Performance Evaluation section encourages the employee to review and comment about his or her performance and to self-evaluate his or her performance. The intent is not for this section to include an employee's agreement with or rebuttal of the supervisor's assessment. Rather it should provide additional information for the supervisor and reviewer to consider.

- An employee should use this as an opportunity to communicate and document how he or she would evaluate his or her overall performance during the past evaluation cycle in light of work accomplishments, attributes, job description, predetermined work objectives and supervisor/reviewer results expected.
- An employee may want to:
 - list special contributions made to the organization or work unit during the evaluation cycle;
 - describe notable obstacles encountered when performing job duties;
 - i communicate training needs, cross-training, or on-the-job assignments that could be beneficial to continued work development;
 - identify strengths and areas for improvement;
 - summarize feelings about his or her performance during the evaluation cycle; and
 - i provide any additional information to be considered in the performance evaluation discussion with the supervisor.

Reviewer Responsibility - There may be times when the difference between an employee's self-assessment and the supervisor's assessment cannot be resolved between them. In those cases, the reviewer may have a heavier responsibility, and renders the final performance evaluation score.

EMPLOYEE PERFORMANCE COMMUNICATION FORM

It is not mandatory that employees complete this additional communication tool. However, employees are strongly encouraged to provide supervisors and managers with their view and comments at the end of the evaluation cycle.

- i Forms must be submitted at least five (5) work days prior to the employee's scheduled performance evaluation, to allow supervisors and managers the opportunity to consider comments prior to the actual performance evaluation.

There is a list of questions on the form that employees may want to answer to help the evaluators finalize the performance evaluation.

- Employees who do not complete this additional form will not be penalized, and are strongly encouraged to at least provide written comments on the Performance Evaluation.

Value of Employee Comments - Recalling specific incidents can help employees, like supervisors, to establish a more objective basis for evaluation. For example, when an employee's assessment differs substantially from that of the supervisor, the most productive way to try to resolve the difference is for each to consider the performance from the other's perspective. An employee can move forward quickly by acknowledging that the supervisor has reasons for holding a particular perspective, by asking for more information about what led to the supervisor's perspective, by calmly presenting evidence to support his or her own perspective. This opportunity is encouraged by use of the Employee Communication Form.

Supervisor - After review of the Employee Performance Communication Form the supervisor is strongly encouraged to provide the reviewer with what is considered a semi-final draft of the Employee Performance Evaluation. The reviewer is asked to initial and date the semi-final draft evaluation, indicating his or her first review of the evaluation. After which time, the immediate supervisor will proceed with the performance evaluation meeting with the employee.

If the Employee Communication Form is completed by the employee, then it must be attached to the final Performance Evaluation, and placed along with the final documents into the employee personnel file.

Compensation - The NM Judicial Branch bases compensation on a pay-for-performance philosophy; that is, financial incentives of higher increases are given to employees who perform above expectations when such financial incentives are approved by the Legislature and adopted by the Supreme Court of New Mexico. Such a philosophy requires accurate performance planning and measures of performance that are objective and job related. These performance measures must also be considered fair by the employees whose work is evaluated.

EMPLOYEE PERFORMANCE EVALUATION DEFINITIONS

Exemplary - Exceeds position requirements even on the most difficult and complex aspects of his or her job. Consistently accomplishes more than expected. Takes on additional assignments without negatively affecting other work. Completes projects thoroughly, completely and on or ahead of schedule. Consistently demonstrates expertise, which leads other employees to seek him or her out for direction and assistance. Identifies ways to improve techniques and procedures used to perform the job.

Surpasses - Is doing an excellent job and usually exceeds most requirements. Demonstrates a willingness to perform beyond expectations. Takes initiative in asking for additional responsibilities. Produces work with very few errors while working at an appropriate pace.

Meets Requirements - Is doing a satisfactory job. Handles most assignments within the scope of his or her responsibility. Does not require significant improvement. Typically completes regular work and projects on schedule. Consistently interacts effectively with peers and/or management.

Needs Improvement - Sometimes does a satisfactory job. Some improvement in quantity, quality and/or timeliness of work is important. Regular work and projects are not consistently completed on schedule. Takes little to no initiative, even with prompting. Requires more than the expected level of supervision due to lower quality level of work or learning required to complete role successfully. Improvement is a necessity.

Fails to Meet Requirements - Does not perform the job satisfactorily. Does not produce the quantity, quality and timeliness of work expected. Improvement is a necessity to secure continued employment. Takes no initiative even with prompting.

Section 1, 2 & 3 - Overall Point Score

To find the overall point score of Sections 1, 2 and 3 (*if applicable*):

- add the task scores plus one score for required work qualities; and
- then divide by the total number.
(For example, 7 grouped tasks + required work quality score 1 = a denominator of 8*)

*The denominator will change based upon the number of tasks, but shall never exceed 8. Enter final evaluation information on front page.

Rating/Final Evaluation Scale

Exemplary (E)

Surpasses (S)

Meets Requirements (MR)

Needs Improvement (NI)

Fails to Meet Requirements (F)

Signatures for PERFORMANCE EVALUATION

Employee - The employee signature does not indicate complete agreement with the Performance Evaluation. It indicates receipt and understanding of the Performance Evaluation. Employees may rebut their performance evaluation in accordance with NMJBPR 6.05.

Supervisor - Upon completion of the performance evaluation meeting with the employee, the supervisor's signature indicates that he or she considers the evaluation almost final and ready for review by the reviewer.

Reviewer - Only once the Performance Evaluation is considered final by the supervisor and reviewer, should the reviewer sign the Performance Evaluation. The closed out Performance Plan, Employee Communication Form, additional supporting documents and the final Performance Evaluation should be then sent to the HR Division for processing.

Please submit the completed Employee Plan and Performance Evaluation; and a copy of the "NEW" Employee Performance Plan for the upcoming evaluation cycle to your Human Resources Department.

**JOB EFFECTIVENESS and ORGANIZATIONAL SUCCESS
COMPETENCIES; and REQUIRED WORK QUALITIES**

GLOSSARY OF TERMS

Instructions - This list is not all-inclusive. When developing the Employee Performance Plan you may utilize any of the appropriate competencies or qualities listed below. Indicate the selected competency or quality # assigned in the appropriate section of the Performance Plan. You may also develop your own. If you develop your own please define each new term clearly in the Additional Comments sections.

**PLAN Section 1 - Job Effectiveness & Organizational Success Competencies
(List by # in Column 4)**

#	Term	Definition
1	Accuracy	The degree to which one assimilates information and provides an accurate response or action.
2	Achieve Results	The degree to which one adequately uses time and resources to complete work.
3	Acquire New Knowledge	The degree to which one successfully develops new strengths.
4	Adherence to Policy	The degree to which one appropriately applies and implements actions pursuant to organizational rules, policies and procedures.
5	Attention to Detail	The degree to which one enters data precisely, reads documents thoroughly and discerns content, applies relevant policies and procedures to assigned work.
6	Communicate Effectively	The degree to which one expresses him or herself clearly in written and oral communication with diverse parties; understands instructions and messages conveyed; is professional, courteous and diplomatic in communications with co-workers, external customers and supervisors/managers; and actively listens and responds appropriately.
7	Confidentiality - Communications & Documents	The degree to which one uses discretion when dealing with sensitive information. The degree to which one processes documents that contain sensitive and confidential information in a secure and safe manner.
8	Conflict Management	The degree to which one mediates conflict and defuses hostile situations.

9	Conflicts of Interest	The degree to which one must avoid conflicts of interest. Such conflicts normally arise when employees engage in activities for personal gain that compromise their ability to represent their employer's best interests. Examples of employee activities commonly viewed as creating conflicts of interest include: having significant financial interests in customers; working for a vendor; self-employment in competition with the organization; soliciting or accepting gifts or gratuities from others; using the organization's equipment and supplies for personal reasons; and using inside information about the employer for personal benefit.
10	Creativity/Innovation	The degree to which one appraises situations, uses initiative to transform ideas into valuable processes. The systematic process for acquiring, creating, synthesizing, sharing and using information, insights and experiences to achieve organizational goals.
11	Customer Service Orientation	The degree to which one is prompt, empathetic, impartial, objective, courteous and polite. The success of the organization depends on how it treats its customers and how well it anticipates and fills its customers' needs.
12	Effective Decisions	The degree to which one researches, analyzes and solves problems appropriately.
13	Effective Feedback	The degree to which one provides guidance, constructive criticism and information provided to another person about the impact of that person's actions on a person, situation, or activity. Effective feedback is specific, timely, and focuses on a specific behavior. Performance feedback can motivate employees to improve performance.
14	Effective Use of Technology	The degree to which one effectively uses computers and computer software. Computer applications include but are not limited to the following, based upon the job assigned: SHARE, word processing, case management, monitoring and recording equipment, and e-mail.
15	Effective Writing Skills	The degree to which one is mindful of errors and presents written communications with proper spelling, grammar and no punctuation errors.
16	Efficiency	The degree to which one independently manages time and resources while handling a high-volume workload in an environment subject to frequently changing priorities and high stress.
17	Initiative	The degree to which one explores and implements more effective ways of working; sets an example for others and uses expertise and experience to teach others.
18	Job Knowledge - Court Procedures	The degree to which one applies the specific knowledge necessary to effectively process court documents, audit case files, accurately receipt and reconcile court fines and fees.
19	Job Knowledge - General	The degree to which one acquires, maintains and applies knowledge necessary to perform job assignments, and an understanding of the duties, procedures, equipment, skills, techniques, and job-related functions required.
20	Job Knowledge - Organizational	The degree to which one applies the broad knowledge necessary to effectively meet the goals and objectives of the Judicial Branch.
21	Planning and Preparing	The degree to which one achieves desired outcomes by setting clear guidelines/plans, time lines and expectations for staff.

22	Prioritizing	The degree to which the employee handles several responsibilities simultaneously.
23	Problem Solving	The degree to which one analyzes and understands the problem and after understanding, makes a plan, carries out the plan, and then reviews the results.
24	Productivity	The degree to which one produces volume work and the degree to which one meets deadlines and agreed-upon commitments, and organizes and balances assignments to achieve desired results.
25	Professional Appearance	The degree to which the employee presents a professional appearance for customers and the public; to promote a positive working environment and limit distractions caused by provocative or inappropriate dress; and also to ensure safety while working. (Employers should base their dress policy choices on the presumption that employees at all levels and job positions are representatives of the organization and therefore, their dress, grooming, and personal hygiene affect both the public's impression of the organization and internal morale.)
26	Quality Work	The degree to which one produces work that is neat, timely, thorough and accurate; and the degree to which the employee identifies and corrects errors, and conforms to procedures and standards.
27	Safety	The degree to which one follows organizational safety and security procedures; and maintains a clean and orderly work environment.

**PLAN Section 1 & 3 - Job Effectiveness & Organizational Success Competencies
Supervisory or Managerial Competencies**

(List by # in Column 4)

These competencies may be utilized for supervisory or managerial jobs, in addition any competencies previously listed.

SC – Signifies a supervisory/managerial competency.

#	Term	Definition
SC1	Employee - Recognition	The degree to which one provides attention or favorable notice to another person. Recognition can be written, verbal, or monetary. In the work place, the second purpose for employee recognition is to communicate and reinforce the behaviors and actions the supervisor would like to see the employee do more often.
SC2	Employee - Training	The degree to which one effectively trains staff by identifying knowledge and skills needed for the employee to succeed. Provides training opportunities/activities for employees with specific information or skills to improve their performance in the job they have now.
SC3	Employee - Work Development	The degree to which one produces activities that prepare employees for promotion, by focusing on skills beyond those needed for the job they now have.
SC4	Goal Setting	The degree to which one identifies a broad process that describes what an organizational unit will do over a certain planning period to meet its needs.
SC5	Management - Court or Office	The degree to which one effectively analyzes court operations, assesses and evaluates court services to efficiently meet work demands, and makes decisions.
SC6	Management - Financial	The degree to which one effectively manages the application of governmental, financial and general accounting principles.
SC7	Management - Project	The degree to which one effectively persuades, influences, motivates, negotiates and gains support for the project. Sets goals, priorities, establishes time frames, identifies resources and evaluates work product.
SC8	Management - Team Leadership	The degree to which one demonstrates leadership and effectively directs the work of employees by scheduling work assignments; coaches and counsels for skill development, and monitors work results; demonstrates high qualities of leadership and direction to staff and utilizes staff, resources and equipment effectively.
SC9	Strategic Planning	The degree to which one defines long-term objectives and develops strategies to achieve those objectives.

PLAN Section 2 – Required Work Qualities

1	Adaptability to Change	The degree to which one displays flexibility and openness in daily work and encourages others to stay open to change and improvements; adapts own attitude and behavior to work effectively with different people and situations; accepts and readily adapts to changing priorities, better ideas, strategies, procedures and methods; maintains work effectiveness in new situations.
2	Attendance	The degree to which one complies with leave policies and attendance expectations; is dependable, punctual and conscientious.
3	Builds Trust	The degree to which one works as an effective team member in the work unit, maintains patience and is ready for unguarded interaction with someone or something.
4	Commitment to Quality Work	The degree to which one is committed to excellence in work products, processes and services provided.
5	Cooperation & Teamwork	The degree to which one cooperates with co-workers, external customers and supervisors/managers in an effort to achieve the desired results for the work unit, maintains professional demeanor and composure, promotes a positive work environment, and receives and follows directions.
6	Dependability	The degree to which one is reliable to others because of his or her integrity, truthfulness, and trustfulness, traits that can encourage someone to depend on him or her.
7	Good Interpersonal Skills	The degree to which one communicates respect for other people or professionals within the work place to reduce conflict and increase participation or assistance in obtaining information or completing tasks. Having positive interpersonal skills increases the productivity in the organization since the number of conflicts is reduced.
8	Honesty	The degree to which one simply states facts and views as best one truly believes them to be.
9	Recognize Diversity	The degree to which one recognizes that no one race, gender, religion or belief has cornered the market on our ability to succeed.
10	Respect for Others	The degree to which one treats people with courtesy, politeness, and kindness; encourages coworkers to express opinions and ideas; incorporates others ideas to change or improve work.
11	Result Oriented	The degree to which one creates a clear link between individual performance and organizational success and applies such effectively to the work place.
12	Take Responsibility	The degree to which one is informed, accountable and has an obligation to carry forward an assigned task to successful conclusion. With responsibility goes authority to direct and take the necessary action to ensure success.
13	Willingness to Learn	The degree to which one is willing to acquire new job knowledge and competencies.

EMPLOYEE PERFORMANCE

COMMUNICATION FORM

<p>Employees are strongly encouraged to provide supervisors and managers with their view and comments at the end of the evaluation cycle. Forms must be submitted at least five (5) work days prior to the employee's scheduled performance evaluation to allow supervisors and managers the opportunity to consider comments prior to the actual performance evaluation.</p>	
Judicial Entity:	Employee ID #:
Employee Name:	Employee Job Title:
Supervisor:	Supervisor Title:
Plan Reviewer:	Reviewer Title:
	Evaluation Date:
<p>Section 1 - Job Assignments, Goals, Objectives and Expectations; and Competencies - In this section you may want to summarize your feelings about your performance during the evaluation cycle; provide any additional information you wish to have considered in your performance evaluation discussion with your supervisor; describe your accomplishments and special contributions to the organization or work unit, and any obstacles encountered when performing your job duties, as assigned in your Performance Plan.</p>	
<p>Section 2 - In your own words, describe your major strengths and the areas for improvement.</p>	
<p>Section 3 - What job related goals do you want to achieve in the next year? What are your plans to achieve these goals? What kind of training would help you facilitate your work goals?</p>	
<p>Section 4 - What can your supervisor do to better assist you in accomplishing your job duties?</p>	
<p>Employee Signature</p>	
	Date:
<p>Supervisor Signature - Acknowledgment of Receipt</p>	
	Date:

Original to be attached to final Employee Performance Evaluation and placed in Employee Personnel File;
 Copy Employee, Supervisor & Reviewer

<https://www.smartbrief.com/original/performance-reviews-dont-inspire-growth-focus-on-this-instead>

Performance reviews don't inspire growth. Focus on this instead

Ongoing performance reviews that give employees actionable feedback that aligns with company values can enhance motivation and growth, writes Tammy Perkins.

By [Tammy Perkins](#), 04/05/24



The traditional performance review process has become increasingly scrutinized in the evolving landscape of the modern workplace. While once regarded as a best practice for employee evaluation and development, a growing body of evidence suggests that this time-honored practice may be more of a hindrance than a help. It's time to rethink our approach to performance feedback since the current system has reached its limits.

But don't just take my word for it. Chances are, if you ask managers and employees their thoughts on the value of performance reviews, you'll most likely hear they see little value in them. In fact, according to [Psychology Today](#), 66% of employees are strongly dissatisfied with their performance reviews, and 95% of managers are dissatisfied, highlighting a significant disconnect between the goals of performance reviews and their outcomes.

As a Chief People Officer who has spent years overseeing annual performance reviews at companies such as Amazon and Microsoft and private companies, I have not seen any significant benefits from these reviews. Frankly, this has led me to question these evaluations' effectiveness and the resources invested in them. While I have always believed in the value and importance of performance feedback, my experience has taught me that we must reevaluate our approach to performance reviews and explore new methods to help our employees thrive.

Ongoing performance management is far more effective and motivating for employees than the traditional once-a-year review cycle, which is simply out of sync with the pace of today's business world. With that in mind, here are five core areas leaders can focus on to improve or

evolve the performance review process while still rewarding, recognizing and compensating people for great work.

1. Shift to continuous feedback

Today, fewer than 14% of employees feel inspired by their performance reviews, according to [Gallup research](#). Rather than continuing to pour valuable time and energy into an outdated approach, it's time for leaders to reevaluate and shift to a continuous feedback loop focused on empowering and energizing direct reports.

Employees thrive on regular, actionable feedback that helps them adjust their real-time performance. Ongoing feedback fosters a culture of growth and allows employees to pivot to changing demands and opportunities. By holding frequent check-ins, leaders can ensure that feedback is timely, relevant and tied directly to day-to-day work.

2. Accelerate development and growth

Performance reviews often focus too much on past behaviors and need more on future growth opportunities. Leaders should reframe these conversations to emphasize employee development, setting goals that stretch the individual's skills and align with their career aspirations. This approach motivates employees and ties their professional growth directly to the organization's success. Encouraging employees to identify their areas for development also helps to create personal accountability around their goals and alignment on how they will measure success.

3. Activate peer feedback

High-performing employees are essential to the success of any organization, but often, traditional methods of evaluating employee performance cannot recognize and reward such valuable contributors. A peer feedback survey can be a helpful tool to acknowledge and celebrate employees effectively.

Peer feedback also provides valuable insights that managers might not be able to offer. It allows for a more holistic view of an employee's performance, including how they collaborate, communicate and contribute to team dynamics. A structured approach to peer reviews can help build a more cohesive team environment while highlighting employee contributions that might otherwise go unnoticed.

4. Optimize technology for efficiency

Encouraging a culture where constructive feedback is freely given and received can significantly enhance performance and job satisfaction. Technology plays a crucial role in creating an open way to do this while modernizing the performance review process. Performance management software enables real-time feedback collection, tracking goals and progress and identifying trends over time. This can reduce the burden of performance reviews and make the process more engaging for employees. Additionally, technology can facilitate anonymous feedback, which might encourage more honest and constructive input.

5. Align reviews with organizational values and goals

Continuous feedback between managers and employees is vital to overcoming an organization's challenges. By tying these ongoing conversations to performance discussions and specific outcomes, leaders better understand their team members' contributions.

Align performance reviews with the broader goals and values of the organization. This alignment ensures the review process supports the company's strategic direction and culture. Employees should clearly understand how their work contributes to the organization's success, and leaders should recognize them for embodying company values. This reinforces the importance of organizational goals and helps employees see the bigger picture and their role within it.

Why this matters

Rethinking the performance review process is pivotal to successfully motivating and rewarding high-performing teams. Leaders can create a more effective, inspiring and forward-looking performance management system by focusing on continuous feedback, development and growth, leveraging peer feedback, utilizing technology and aligning with organizational values. Such an approach benefits individual employees and up-and-coming leaders and ultimately contributes to the organization's overall success. As the workplace continues to evolve, so must our methods for evaluating and encouraging the growth of our most valuable asset: our people.

Opinions expressed by SmartBrief contributors are their own.

The Most Expensive Mistake Leaders Can Make

EMPLOYEES WHO STRONGLY AGREE
PERFORMANCE REVIEWS INSPIRE THEM

14%

GALLUP

STORY HIGHLIGHTS

- Current performance review processes often hurt organizations
- Today's top talent does not want a boss, they want a coach
- Managers should establish expectations, coach and create accountability

Traditional performance management systems consume an enormous amount of an organization's time and money. Based on various estimates, the cost of lost time due to traditional performance evaluations ranges from \$2.4 million to \$35 million per year for companies with 10,000 employees.

And yet the evidence is clear --the impact of these review programs has been dismal. What's more, many of these review processes have been found to actually hurt organizations rather than help. According to Gallup analytics, only 14% of employees strongly agree that the performance reviews they receive inspire them to improve.

For leaders, this is not merely a question about your front line -- it's about how you develop future managers and leaders.

Failing to develop leaders is the single most expensive mistake a leader can make.

With that in mind, Gallup took a comprehensive look at the current state of performance management -- including interviews with top scientists, leaders, managers, meta-analyses involving hundreds of studies, and using its own database of more than 60 million employees.

Gallup's research suggests this: Today's top talent does not want a boss, they want a coach. "Performance management" must be transformed into "performance development" -- an approach that focuses on growing leaders, not just keeping employees accountable.

All other conversations -- about new scoring methods or digital tools -- should be grounded in this new developmental, future-oriented mindset.

Gallup analytics suggest that leaders who want to develop their managers into successful leaders must focus on three things:

- establish expectations
- continually coach
- create accountability

1. Establish expectations: According to Gallup analytics, only 50% of employees clearly know what is expected of them at work. And only 41% strongly agree that their official job description aligns well with the work they do.

Even more troubling, a mere 26% of employees strongly agree that their manager is good at helping them set work priorities.

To be effective, managers need to become very skilled in setting expectations that are *clear, collaborative and aligned*.

That means managers need to be involved, themselves, and involve their employees in the process of setting expectations.

The worst thing you can have is an employee or manager who tells you, "Yes," but does not believe the goal can be achieved. When employees believe a goal is unreachable, they tune out. At their best, goals are challenging but attainable.

During a review, leaders and managers should share the top priorities they would like employees to accomplish. They should also allow employees to share their own objectives -- what they will accomplish, when it will be done, and how success will be measured.

According to Gallup analytics, only 30% of employees strongly agree that their boss involves them in setting their goals at work. Those who do strongly agree are 3.6 times more likely to be engaged.

This point cannot be overstated: When your managers and employees are included in setting their goals, they are more likely to be engaged, more

likely to believe their goals are fair, and more motivated to achieve those goals.

2. Continually coach: The typical employee today receives minimal feedback from their boss.

According to Gallup, 28% of employees say they receive feedback a few times a year, while 19% say they receive feedback once a year or less.

This means that meaningful, ongoing feedback is nonexistent for nearly half of American employees.

The solution is to provide performance conversations that are *frequent, focused and future-oriented*.

At a minimum, leaders should provide meaningful feedback to their direct reports every week and provide substantial developmental coaching each month. The mutually agreed on goals form the basis for these ongoing coaching conversations.

Ongoing conversations provide an opportunity to adjust goals as business changes, rather than delay adjustments until formal progress reviews, when it is often too late. They also provide an opportunity to build confidence in times of crisis.

In 2009, the hotel industry in North America dropped 25% in revenue, due to perceived corporate excess during the financial crisis.

In situations like that, you must give your people something to keep them working hard -- because they will need to work even harder to get you out of the hole.

During regular conversations, negative issues should be addressed and success should be recognized and praised. Not only do frequent honest conversations keep employees and managers accountable -- they also improve perceptions of fairness.

If feedback only happens during an annual evaluation, employees and managers have no opportunity to fix mistakes, make things right and learn.

Additionally, when ongoing performance conversations occur, annual reviews hold no surprises.

A coach must understand the strengths and weaknesses of his or her team and position each person so they can each reach their highest potential for the greater good.

Leaders who trust their employees and managers with autonomy create confident leaders who feel empowered to make decisions.

3. Create accountability: Given that traditional management has been perceived as more "boss" than "coach," you might assume managers have been effective in delegating and holding employees accountable. But less than half of employees (40%) strongly agree that their boss holds them accountable for their performance goals.

To be meaningful, accountability needs to be *achievement-oriented, fair and accurate, and developmental.*

When people think of accountability, it is nearly always in the negative sense. Performance evaluations typically have the aura of judgment with a particular focus on fixing problems.

An achievement-oriented review reframes the conversation around future performance, continuous improvement and recognition of excellent work.

Similarly, developmental conversations focus on identifying natural talents and growing them into strengths.

One additional benefit of a coaching mindset is that it reminds you that you are preparing your people for something else.

You have people under your charge, to develop and grow, and someday you will hand them off to others.

Mentoring others to become the best version of themselves gives work meaning that ultimately translates into higher performance and successful future leadership.

From Satisfaction to Ownership

The ultimate goal of re-engineering performance management for your managers is to drive employee performance to increasingly higher levels of excellence -- so that they can lead your organization for decades to come.

In practice, this is the difference between "satisfying" employees and building a culture of "ownership." When managers are invited to take ownership of their own evaluations and goals, and when they feel their boss truly cares about them and their performance, high performance results.

As Charles Schwab famously said, "I have yet to find the man [or woman], however vaulted their station, who does not do better work under the spirit of approval than under the spirit of criticism."

Meaningful performance development is not only essential for retaining world-class talent, it is also imperative for organizations who are looking to pass on their legacy to the next generation.

<https://www.gallup.com/workplace/232964/expensive-mistake-leaders.aspx?version=print>



SEPTEMBER 25, 2017

Give Performance Reviews That Actually Inspire Employees

BY **BEN WIGERT** AND ANNAMARIE MANN

Annual performance reviews can be one of the most uncomfortable parts of being an employee -- and being a manager.

For employees, annual performance reviews are like walking into the unknown: sitting down for a long meeting with a manager they may not have talked to in a while, trying to remember what goals they set months ago, defending mistakes they can't fix and figuring out how to bring up pay in a way that isn't awkward.

For managers, it can be just as unsettling: summing up a whole year of work with a single performance rating, holding employees accountable for goals they may not have looked at in months, trying to recall teachable moments throughout the year and figuring out how to discuss -- or avoid discussing -- pay.

And yet, for all the effort organizations put into the review process, the traditional approach doesn't appear to be paying off. A mere 14% of employees strongly agree that the performance reviews they receive inspire them to improve, and only two in 10 employees strongly agree that their performance is managed in a way that motivates them to do outstanding work.

It's with this in mind that many notable organizations, such as Accenture, Netflix, Microsoft, General Electric and Eli Lilly, have decided to throw out their performance review playbooks -- or at least pages of them -- and think about their performance management systems differently.

As performance management evolves, questions abound: Should there be formal evaluations at all, or should they be more informal? Should there be ratings or no ratings? Do reviews need to be simpler, or are they too vague? Do we need more data or more subjective input?

These debates are often distracting. The essential question is this: *"How do we hold people accountable for their performance in a way that is more accurate, helpful and inspiring?"*

Reimagine Performance Reviews

Based on [Gallup's analysis of high-performing teams](#), three qualities make performance reviews more effective. Performance reviews should be *achievement-oriented, fair and accurate, and developmental*.

Achievement-Oriented

All too often performance reviews feel punitive rather than constructive and often demotivate employees.

That's why Gallup recommends reframing these meetings from "performance reviews" to "progress reviews." A progress review should be aimed at continual improvement and development. The best managers recognize their employees' achievements and help them understand how they can improve in the future. Effective progress reviews should allow for conversation about successes, not just opportunities for feedback.

But this is not to say that managers should ignore problems or avoid candid conversations. It simply means that after acknowledging successes, managers should describe what excellence looks like and discuss specific ways employees can perform at their full potential more often. By defining what excellence in a role looks like during the review, managers call attention to employees' strengths and what they can achieve in the future. Plus, focusing on successes makes negative feedback easier to deliver because it pushes employees to envision and take ownership of what their best can look like.

Fair and Accurate

According to Gallup, 26% of employees say their performance is evaluated *less than once a year*, while 48% say they are reviewed annually.

That's at least 12 months of shifting priorities, new business, employee turnover and personal life changes that happen before an organization expects employees to sit down with their manager and talk about them.

It's no wonder then that only 29% of employees strongly agree that the performance reviews they receive are fair, and 26% strongly agree that they are accurate.

Managers must increase the number of progress review conversations they have with employees. Frequent reviews are more likely to accurately describe performance, and they give employees a chance to be immediately responsive to what they discuss in the review. For this reason, Gallup recommends having progress reviews at least every six months to reexamine and discuss performance, goals, priorities and partnerships.

The next step is ensuring that managers evaluate the performance review by determining whether the job description, priorities and desired progress align with the everyday demands of the role. In other words, are the role expectations fair given the time and resources available to the employee? If not, managers need to adjust expectations.

One of the most effective ways to make expectations more fair and accurate is to involve employees in goal setting up front. While only three in 10 employees strongly agree their manager involves them in goal setting, these employees are four times more likely to be engaged than other employees.

Finally, Gallup recommends that progress reviews emphasize aspects of performance that are essential to achieving success in a role and measure those expectations using multiple sources of information such as customers, peers, managers and metrics. Based on a study of 559 roles and 7,000 employees, Gallup researchers identified three core areas of performance that are critical for nearly all roles:

1. individual achievement
2. team collaboration
3. customer value

Traditional performance reviews may be strong in one or two of these areas but rarely in all three. This three-tiered approach creates a more holistic understanding of performance and furthers a manager's understanding of the full scope of employees' performance.

Developmental

The traditional performance review does not encourage employee development. Today's workforce is looking for jobs that provide opportunities to grow personally and professionally. But, on average, only three in 10 employees strongly agree there is someone at work who encourages their development.

For today's workers, a satisfactory review might be a sign for them to look for new job opportunities elsewhere. To retain and engage top talent, managers should create reviews that look to the future and align employees' overall life, work and aspirations. This means prioritizing developmental needs, such as special projects, skills training or mentoring experiences, just as much as immediate performance metrics and goals. Employees need a developmental career path that helps them envision the future of their career with the organization and shows that they are valued.

Give Reviews That Employees Look Forward To

In order to be meaningful, progress reviews should occur as one part of an ongoing dialogue between managers and employees. Formal reviews are an opportunity to celebrate earned success, reflect on experience, recalibrate goals and start fresh, but they should never be a substitute for everyday feedback and coaching.

An employee's review should be an accurate representation of an employee's growth with an eye toward greater future achievement. Reviews should hold employees accountable while considering their unique aspirations.

That -- not just reshuffling the metrics -- is what ultimately makes a review inspiring. When managers emphasize achievement and growth in performance conversations, they can finally start having reviews that engage, inspire and improve employees' performance.

To learn more about transforming performance management in your organization:

- Download Gallup's research paper [Re-Engineering Performance Management](#).
- Listen to Gallup's [webinar](#) on effective performance reviews.
- Inquire about Gallup's performance management [solutions](#).

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Supervisor Checklist: Planning Performance Review Meetings

(Adapted from the University Libraries; permission to use provided by the Libraries' HR Office)

This checklist will provide information on what you should do before, during, and after a performance review meeting. Some general tips are also provided to aid in a successful performance review process.

Before the Meeting

- Schedule a time to meet with the employee to discuss their Staff Review and Development Action Plan and notify the employee of the meeting logistics (date, time, place, and timeframe).
- Ask the employee to review desk job description, performance standards, and last year's development action plan. Consider changes in the department or with the work and have the employee revise the Desk Job Description and Job Responsibilities Worksheet as necessary.
- Ask the employee to write and submit accomplishments and self-assessment (Staff Input).
- Review the employee's desk job description, performance standards, development action plan, his or her Staff Input, and information collected throughout the year.
- If applicable, seek feedback on an employee's performance from other colleagues who are familiar with the work of that employee.
- Review the Performance Evaluation Guidelines to help determine ratings employees should receive.
- Complete the Performance Review.
- Prepare agenda/outline for meeting.

During the Meeting

- Review purpose of meeting.
- Review positive performance, accomplishments, etc. (provide examples). Make sure that review addresses each performance factor.
- Ask employee to share accomplishments.
- Discuss performance areas in which you feel that standards were not met. Give examples. Ask employee to suggest how he or she can improve in the area(s). Discuss the consequences and additional suggestions for improvement.
- Discuss performance areas in which you and the employee disagree about whether performance standards were met. Give specific examples. Ask employee to suggest how he or she can improve in the area(s) and offer suggestions.
- Obtain signatures on the Performance Review sheet.
- Discuss ideas for next year's development action plan and any changes to the desk job description and job responsibilities worksheet; ask employee to prepare draft Development Action Plan.
- Summarize meeting and reinforce positives.
- Plan for follow-up meeting to review and sign employee's new Development Action Plan and, if applicable, revised desk job description and/or job responsibilities worksheet.

After the Meeting

- Keep copies of Staff Input, Performance Review, and Development Action Plan.
- Give copies of the above documents to employee.
- Give a copy of the employee's Staff Input, Performance Review and Development Action Plan to your human resources representative or administrative director.
- Promote development by encouraging the employee to implement his or her Development Action Plan.
- Be available to coach the employee in reaching his or her goals throughout the review year. Periodic reviews, such as semi-annual review meetings, are a great way to ensure the employee is on track throughout the year.

General Tips

- Evaluate performance, not personality.
- Focus on job-related behaviors such as those related to the desk job description, performance standards, and accomplishments.
- Help to make mistakes a learning experience, as opposed to simply pointing out mistakes.
- Focus on assessment by measuring employee performance against his/her job responsibilities and the work plan agreed to during the previous review.
- During the employee review meeting, give the employee context for their performance by discussing consequences of both their positive and negative performance. In the performance review, indicate how the employee contributed to the success of his/her unit, and toward the strategic goals and objectives of the University. Mentions of special assignments or responsibilities the employee assumed during the past year may be included.



Supervisor Guide: Annual performance development review & planning

The purpose of the annual performance development review and planning meeting is for you to formally recognise your staff member's performance and career progress over the past 12 months and work with him or her to plan performance goals, strategies and achievement indicators for the coming year.

Performance plans record development goals, probationary requirements, performance improvement goals, conduct and compliance strategies and disciplinary conditions where applicable.

The annual performance development review and planning meeting is conducted in line with your department or school's operational planning activities and may occur over one or more occasions as required. The following is a list of considerations to help you to prepare for the annual performance development and review planning meeting.

Before the meeting

Support constructive discussions by working on your relationship with your staff, be clear about performance expectations, provide regular, informal feedback and collect examples of work or behaviour to support feedback. In addition:

- consider your role in mentoring or supporting the development of the staff member
- revise notes from the progress reviews
- take the time to think about, synthesise, analyse and appreciate the overall content of the performance portfolio
- check to see if your staff member is subject to probationary periods or other obligations

During the meeting

Start with the good news, avoid making judgements, listen as well as talk, prepare for negative reactions and summarise the conversation and discuss next steps.

- Plan to achieve professional & career development goals through activities such as Outside Studies Program, promotions, conferences, mentoring [Refer to Staff Development Policy and procedures](#)
- Discuss major ideas, project, events, accomplishments, successes
- Take the opportunity to recognise the staff member's successes
- Discuss challenges and obstacles
- Discuss progress toward probationary conditions if relevant
- Discuss any outstanding issues linked to compliance-related obligations such as conflict of interest management plan, intellectual property or paid outside work [Refer to Conduct and Compliance Policy and related procedures](#)
- Gain commitment and agreement to improve performance as appropriate
- Start the process of planning for next year
- Identify goals, strategies, achievement indicators to reflect appropriate levels of academic activity in research, education and service – refer to your faculty or campus specific performance standards and expectations
- Discuss workload plan
- Identify and make reasonable adjustments in light of equity and diversity issues such as disability or illness [Refer to Equity and Diversity policies and procedures](#)
- If your staff member is a senior member of staff, discuss leadership roles within the department or school, performance supervision and mentoring / development of junior staff.



Supervisor Planning Checklist for a Performance Review Meeting

- Review the employee's position description
- Review the goals and competencies you and your employee established at the beginning of the year
- Seek input from others who interact frequently with the employee
- Ask the employee for a self-evaluation, provided to you in advance
- Identify variances between your evaluation and the employee's self-evaluation and be prepared to discuss these differences
- Includes examples of positive incidents and any opportunities for development based on the employee's work
- Plan for career development opportunities for the employee
- Develop questions that can be used to engage the employee in the review session so it's a two-way conversation
- Prepare a review meeting agenda to ensure all key points are covered and provide to employee in advance
- Plan for a positive close to the review meeting



HOW TO RUN AN EFFECTIVE **PERFORMANCE REVIEW**



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HOW TO RUN AN EFFECTIVE PERFORMANCE REVIEW

1. CLEARLY DESCRIBE PERFORMANCE GOALS AND STANDARDS AND MAKE THEM "SMART."

Some reviews start with "Performance Results Descriptions." This is a picture of what a job well done looks like, along with a result measurement system that shows good or bad performance. "SMART" means goals should be specific, measurable, attainable, result-oriented, and time-phased.



2. ALIGN EMPLOYEE'S GOALS WITH THE ORGANIZATION'S VISION, MISSION, AND VALUES.

An organization follows its vision, mission, and corporate values. Each position in the organization has its goal and a reason why it exists. Each team member has specific job duties and tasks. Clarify the "Key Result Area" where the person should accomplish specific results that, when collectively achieved, fulfill the team function. Each employee has a list of skills and activities that he or she needs to know in order to accomplish the job's duties and responsibilities.

APPRAISAL MEETING.

3.

Managers need to review and explain the performance results description for what it "should be" and what actions and changes could be implemented. Managers should analyze the monthly project lists for the "as-is" performance and identify gaps and opportunities for improvement. Managers need to communicate their vision for the future growth and development of the individual in order for him or her to move to the next level. Successful leaders always find ways to encourage, empower, and engage their employees with the performance appraisal.



TOTAL SALES BY REGION	
REGION SALES	
West	€ 1 236 345,0
South	€ 1 896 354,0
North	€ 2 569 345,0
East	€ 1 893 540,0
Total	€ 7 595 584,0

4. FOLLOW UP.

Successful leaders follow up on the set goals throughout the task's completion. A positive follow-up process should include:

- Predetermined goals and desired results
- Communication and agreement of the performance standards
- Flexibility to change due to current information or change
- Win-win situations

5. DEVELOP A RECOGNITION AND REWARD SYSTEM.

Set up a recognition system. A daily recognition system identifies a specific task or job that is being worked on or that has been done well. An informal recognition is spontaneous recognition that has no intended objectives. A formal recognition is a planned recognition based on performance review. There are certain objectives and conditions that should be met in order for recognition to occur. Some rewards are:

- Daily recognition: verbal thank you, pat on the back, email, quick note
- Informal: impromptu lunch for the department, tickets to an event, half day off, book, etc.
- Formal: award, pin, trip, parking space, bonus

PLAN TO MOTIVATE AND ENGAGE EMPLOYEES WITH YOUR APPRAISAL.

6. Show your employees the right attitude. Appraisal is a great way to further motivate employees and ignite workplace enthusiasm. During a performance review always stay positive that certain skills and performances are improving. If there is a problem area to achieve desirable outcomes, describe a need for change and opportunity to learn and grow. As a leader, you should show how you embrace changes and opportunities in a positive way. When you praise, reward, and set a good example, employees become motivated to achieve more and to provide better results.



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Performance Review Sample Agenda



Proper preparation for a performance review meeting is critical in order to have an effective discussion with your employee. Here are few ideas to include in your agenda that you would send to your employee in advance.



Agenda

● Meeting start time

Meeting stop time

Meeting location

● Topics for Evaluation

Goals/Objectives

Values and Competency
review

Supervisor's and Employee's self
Evaluation part of the discussion

● Career Development

Next Steps