**King County**

**Performance Appraisal and Merit Pay System Manual**

*Revised September 2014*

These guidelines provide an overview of standard performance appraisal tool still in use by many executive branch agencies. A sample form can be found on page 15 and 16 as well as in the Employee Performance Management and Feedback Toolkit located on the HR Training website at <http://your.kingcounty.gov/employees/HRD/CareerOrgServices/toolkit/>

## 1 Criteria and Weights

Prior to conducting the appraisal, the criteria used to measure performance are selected for the position. The criteria used may vary within a workgroup based on the primary responsibilities of the position. An example of criteria is listed on the standard Performance Appraisal Form on page 15 and 16.

### Pre-Stated Categories of Performance:

Below are areas of job performance, some of which are preset on the sample Performance Appraisal Form but each department is encouraged to review and determine the categories that align with their organization and operations. It is recommended, that 10 or more of the 18 categories be used for each employee. (Using only a few categories could place too much emphasis on some aspects of performance while neglecting others.) The categories of performance are:

1. Accomplishment of job requirements and work plan
2. Customer Focused

C. Teamwork and Peer Relationships

D. Dependability and Reliability

E. Gathers and Uses Information

F. Job Knowledge and Technical Competence

G. Attendance and Punctuality.

H. Work relationships with other departments/divisions, clients, and the public

I. Continuous Improvement/Imagination and Initiative in Performance of Job

J. Communication

K. Decision Making Quality and Timeliness

L Results Driven/Meets Work Deadlines

M. Cost consciousness

N. Quantity of work

O. Safety

P. Develops Direct Reports

Q. Supervision

R. Cultural Competence & flexibility

S. – U Space for additional categories of performance

Agencies may also select their own criteria and use an alternate performance appraisal form. Work with your department's Human Resources (HR) Service Delivery Manager or his or her designee to document your custom list of performance categories.

###

### Employee Involvement in Selecting Criteria:

It is recommended that employees be consulted in selecting the criteria which are used in their performance appraisals. The opportunity to participate in deciding which categories of performance are used promotes employee morale and reliance on the results of the performance appraisal as an evaluation and guide to development.

### Selecting Weights for Each Criterion:

The score given the employee on each category of job performance selected is a combination of a "Weight" and a Rating. The weight is a factor used to give the categories relative importance in determining the overall job performance score.

### Use Weights of 1, 2, or 3:

Ordinarily, weight values of 1, 2, and 3 are the only ones used. A factor assigned a weight of "2" is thought to be twice as important in the job as a factor which has been assigned a weight of "1." A factor assigned a weight "3" would be considered 3 times as important as a factor weighted "1." Limiting weights to 1, 2, or 3 will help assure the performance appraisal covers the full range of job responsibilities.

### Equal Weight Totals:

The total of weight factors must be equal for all employees within a workgroup. While the weights may be used differently for the individuals in the group (*e.g*., one employee may be weighted "2" for written communications, another "1"), the total of all the weights should be the same. Since scores equal “Weight X Rating” value, and since the Rating values are 5, 4, 3, 2, or 1, weights must be the same to make the total possible "maximum score" the same for each member of the workgroup, so the employees can be compared by numerical total and average score.

## 2 Scoring (Assigning Ratings)

### Meaning of Numerical Scores:

Each weighted job performance category used on the Performance Appraisal Form is given a numerical score of 5, 4, 3, 2, or 1.[[1]](#footnote-1) Each score represents a specific statement about job performance within the category. In addition to what you write on the Performance Appraisal Form in the RATER COMMENTS space, these phrases are assumed as your meaning.

As set forth in section 3.1, Appendix A is meant to provide you with examples of the types of descriptions used in a performance review.  When providing the explanation as to the score meaning, *do not* simply quote the meanings set forth in Appendix-A word-for-word.  When providing the explanation as to the score meaning, *do* provide specific descriptions of your observations of the employee’s performance.  Your descriptions should be original.  Also, you must be sure to be consistent within work groups.

### Rater Comments:

The rater should add comments in addition to the written rating descriptions. Examples should be provided to support the relative ‘above standard’ score of 4, ‘outstanding’ score of 5, or the ‘below standard’ scores of 2 or 1. Scores of 3 may not require additional statements of explanation, but comments may nevertheless be important for discussion between the rater and the employee.

### Your Own Score Meanings:

If you wish to assign your own rating meanings for scores, consult with your HR Service Delivery Manager on how you will document the ratings, **prior** to conducting the appraisal process. Such consultation with your SDM should occur before the beginning of the rating period. A copy of the custom ratings should be attached to the completed Performance Appraisal Form.

Appendix B is a sample Performance Appraisal Form. This form and other resource tools can be accessed on the Human Resources Employee Performance Management & Feedback site:

<http://your.kingcounty.gov/employees/PerformanceManagement/PerformanceAppraisalTools.html>

**Employee Name**: Enter the employee's name in the space provided.

**Department/Division**: Enter the department/division name plus the section or program, if needed.

**PeopleSoft Position Number**: This is a standard number assigned to each position in the county. Check with your HR or payroll clerk if you do not have the number on file.

**Rating Period**: Check the appropriate box (check both, if rating for a full year), or write in the specific period you are covering with this performance appraisal.

**Column #1: Criteria Letters**: This column contains the letters assigned to the various criteria.

**Column #2: Criteria Title**: This column contains the name of the specific category being evaluated.

**Column #3: Weight**: Use this column to record the weights assigned to the job performance categories being used for the employee. Total the weights and be sure that the same total is used for all employees within the same work group. (The weights may differ as applied to the various categories, but the total must be the same.)

**Column #4: Rating**: Use this column to record the numbers (5, 4, 3, 2, 1 or 0) you are assigning to describe the employee's performance for each category being used for the employee. Some county units allow these to be assigned in decimals *(e.g.,* permitting a rating of 3.5). It is recommended that the literal meaning of the ratings be considered closely and assign the numbers based on that.

**Column #5: Score**: Use this column to enter the score for each job performance category you are using. The score equals the Weight X the Rating value (*i.e.*, Column 2 X Column 3). Multiply the entry in the Weights Column by the entry in the Ratings Column and enter the result here. If the Rating is "0" the score must also be "0." Categories scored "0" are not to be included when computing the average score.

**Criteria and/or Comments**: Enter any remarks you want to record for any of the categories selected. At least when you have assigned a Rating of "5", "4", "2," or "1", you should enter an explanatory comment (*e.g.*, evidence supporting an outstanding performance rating, comments on below standard performance). Comments may be useful on all criteria in promoting discussion between the rater and employee about performance.

**Totals**: Total the weights assigned to the criteria and enter that value in the space provided at the bottom of Column #2.

**Performance Score**: Total the weighted scores. Write this total at the bottom of Column #3. Divide the total weighted score by the total of the weights, except, **exclude weight values for those criteria** where the rating value assigned is "0." Truncate the score at four decimal places; do not round. This is the "Performance Score." (Later, the Merit Group Report will list employees by merit group in order of their Performance Scores, rounded to four decimals.)

**Comments of Rater**: Here the rater may enter additional comments.Additional pages may be attached to the form. This is the most important and most meaningful part of a performance evaluation because it documents the rater’s feedback and may be used as guidance for future performance.

**Comments of Employee**: The employee may enter comments here. The employee should be given time following the appraisal meeting to prepare these comments. Additional pages may be attached to the form.

**Development Program for Next Rating Period**: You may use this space to document specific plans you want to put on record. Supervisors are advised to clarify expectations about performance improvement, gaining new skills, achieving certain goals or other aspects of job performance. Additional sheets may be attached to the form, if needed.

**"I wish to meet with Reviewer"**: If the employee checks "Yes," the rater is to notify her or his own superior that a review meeting has been requested. The employee will be given the opportunity to meet with the rater's superior and review the appraisal. This meeting is not considered a formal appeal which is subject to the rules of the appeal process.

**Copies**: Regardless of whether you are using the pre-printed multi-part forms or computer generated forms, be sure the employee is provided a copy, a copy goes to the employees personnel file and the originator retains a copy.

## APPENDIX A

## STANDARD Performance Appraisal Criteria

Appendix A is meant to provide you with examples of the types of descriptions used in a performance review.  When providing the explanation as to the score meaning, *do not* simply quote the meanings set forth in Appendix A word-for-word.  The descriptions provided are intended to be the closest description appropriate in the judgment of the rater bases upon the rater’s observations, experience and comparisons to others in the group or groups, past or present. When providing the explanation as to the score meaning, *do* provide specific descriptions of your observations of the employee’s performance.  Your descriptions should be original.  Also, you must be sure to be consistent within work groups.

**A. ACCOMPLISHMENT OF JOB REQUIREMENTS AND WORK PLAN**

5 Tasks performed competently with little or no assistance required. End product requires no modification.

4 Performs tasks satisfactorily and requires limited assistance. Understands instructions easily. End product requires minimum modification.

3 Performs tasks satisfactorily with acceptable amount of assistance.

2 Requires more assistance than necessary to perform tasks adequately. End product often requires further modification.

1 Does not complete assignments satisfactorily.

0 Not applicable or no opportunity to observe.

Or,

5 Performs in a superior manner. Significantly exceeds performance standards.

4 Performs assigned tasks/duties exceptionally well with very minimal direction. End product of high quality with very minimal modification required. Performance exceeds standard.

3 Fulfills job requirements and performs tasks satisfactorily with normal direction. End product of good quality. Fully meets job requirements.

2 Needs improvement to perform some tasks satisfactorily. Requires more than normal supervision and direction.

1 Does not fulfill significant or most job requirements. Does not complete assignments satisfactorily.

1. Not applicable or no opportunity to observe.

**B. CUSTOMER FOCUSED**

5 Shows exceptional skill in customer service with all customers. Cooperative, courteous and understanding, even in difficult situations, and actively seeks the best solutions for customers.

4 Performs above average in most customer service circumstances. Cooperative, courteous, and empathetic to customer circumstances.

3 Exhibits satisfactory skills in customer service. Works with others well enough to get the job done.

2 Demonstrates inadequate skills in working with most customer service circumstances. Occasionally uncooperative and/or discourteous with customers.

1 Has difficulty working with customers. Exhibits unprofessional and discourteous behavior with customers.

0 Not applicable or no opportunity to observe.

1. **TEAMWORK AND PEER RELATIONSHIPS**

5 Shows exceptional skill in working with all co-workers. Cooperative, courteous, and understanding, even in difficult situations.

4 Maintains an above average working relationship with most co-workers. Cooperative, courteous, and understanding in most work situations.

3 Exhibits satisfactory skills in working with most co-workers. Works with others well enough to get the job done.

2 Demonstrates inadequate skills in working with co-workers. Occasionally uncooperative and/or discourteous.

1 Has difficulty working with most co-workers. Is uncooperative and discourteous.

0 Not applicable or no opportunity to observe.

Or,

5 Consistently performs at a superior level, setting an example for others. Exceptional abilities in promoting cohesiveness and harmony within the organization. Recognized as a resource.

4 Demonstrates excellent skills in working with co-workers. Is cooperative, courteous, and helpful, even in difficult situations. Performance exceeds standards.

3 Maintains good working relationships with co-workers. Is cooperative, courteous, and helpful. Fully meets job requirements.

2 Demonstrates inadequate skills in working with co-workers. Has had some difficulty in being cooperative, courteous, and/or helpful.

1 Frequently fails to be cooperative, courteous, and/or helpful. Leads to counterproductive working environment.

0 Not applicable or no opportunity to observe.

**C. DEPENDABILITY AND RELIABILITY**

5 Exceptionally dependable in accomplishing job responsibilities; can be fully relied upon from a business and personal standpoint.

4 Accomplishes job responsibilities; recognizes difficulties beyond the scope of the position in sufficient time to initiate or recommend corrective action.

3 Completes job responsibilities within established guidelines; requires minimum supervision.

2 Cannot be relied upon to complete job responsibilities within established guidelines in absence of supervision.

1 Cannot be relied upon to complete job responsibilities.

0 Not applicable or no opportunity to observe.

Or,

5 Performs in a superior manner. Significantly exceeds performance standards.

4 Consistently exhibits dependability and sound judgment, and assumes responsibilities beyond normal expectations. Performance exceeds standards.

3 Is dependable and accomplishes responsibilities within established guidelines. Fully meets job requirements.

2 Occasionally cannot be relied upon to complete job responsibilities within established guidelines. Fully meets job requirements.

1 Cannot be relied upon to complete job responsibilities.

0 Not applicable or no opportunity to observe.

**D. GATHERS AND USES INFORMATION**

5 Clearly defines and analyzes information. Actively seeks available data. Perceives need for and develops new data when appropriate. Logical arrangement of thoughts.

4 Seeks available data, seeks new data upon direction. Logical, thoughtful association, arrangement, and analysis of ideas.

3 Recognizes need for and seeks required available data. Checks questionable information. Prepares acceptable summaries appropriate for intended audience or outcome.

2 Requires assistance in obtaining available data. Develops questionable theories. Analyses need more support.

1 Does not recognize need for data. Analyses are often an illogical assortment of unrelated thought.

0 Not applicable or no opportunity to observe.

Or,

5 Performs in a superior manner. Significantly exceeds performance standards.

4 Consistently demonstrates exceptional skills in seeking, analyzing, and presenting information. Performance exceeds standards.

3 Recognizes need for and seeks required information. Verifies questionable information. Presents information clearly and logically. Fully meets job requirements.

2 Needs some improvement. At times, demonstrates inadequate skills in seeking, analyzing, and presenting information.

1 Generally fails to gather and use information as needed. Analyses and rationale are deficient.

0 Not applicable or no opportunity to observe.

**E. JOB KNOWLEDGE AND TECHNICAL COMPETENCE**

5 Demonstrates outstanding working knowledge of all phases of the position.

4 Demonstrates sound working knowledge of all critical phases of the position.

3 Demonstrates satisfactory knowledge and technical competence to the degree required by all phases of the position.

2 Requires assistance for phases of the job which should be understood and independently incorporated into the position.

1 Demonstrates lack of knowledge and technical competence required of the position.

0 Not applicable or no opportunity to observe.

Or,

5 Performs in a superior manner. Significantly exceeds performance standards. Serves as an example and recognized as a resource.

4 Demonstrates exceptional working knowledge and technical competence in fulfilling job requirements. Performance exceeds standards.

3 Demonstrates good working knowledge and technical competence in fulfilling job responsibilities. Fully meets job requirements.

2 Requires assistance or improved understanding in some phases of the job.

1 Demonstrates lack of knowledge and technical competence required of the position.

0 Not applicable or no opportunity to observe.

**F. ATTENDANCE AND PUNCTUALITY**

5 Consistently and reliably reports for work and punctual. Meets all standards for timeliness in reporting for work and following protocols for reporting absences.

4 Usually dependable attendance and punctual. When possible, notifies others when cannot help being late.

3 Makes an effort to report for work and punctual. Generally notifies others when expects to be late.

2 Inconsistent attendance and inconsiderate of others in making a real effort to follow leave protocols or be punctual. Inadequate attention to lunch or break periods.

1 Consistently not in attendance or late. Usually overstays lunch or break periods. Makes little effort to be punctual.

0 Not applicable or no opportunity to observe.

Or,

5 Consistently performs at a superior level, setting an example for others.

4 Usual dependable attendance and prompt for appointed times or consistently notifies others when expecting to be late with just cause.

3 Is conscientiously observant of appointed times and usually notifies others when expecting to be late.

2 Inconsiderate of others regarding attendance or notifications of absence or in being punctual. Inadequate attention to lunch or break periods.

1 Frequently absent or late. Usually over-stays lunch or break periods.

0 Not applicable or no opportunity to observe.

**G. WORK RELATIONSHIPS WITH OTHER DEPARTMENTS/DIVISIONS, CLIENTS, AND THE PUBLIC**

5 Shows exceptional skill in working with all individuals. Cooperative, courteous, and understanding, even in difficult situations.

4 Maintains an above average working relationship with most individuals. Cooperative, courteous, and understanding in most work situations.

3 Exhibits satisfactory skills in working with most individuals. Works with others well enough to get the job done.

2 Demonstrates inadequate skills in working with most individuals. Occasionally uncooperative and/or discourteous.

1 Has difficulty working with most individuals. Is uncooperative and discourteous.

0 Not applicable or no opportunity to observe.

Or,

5 Consistently performs at a superior level, setting an example for others. Demonstrates outstanding ability to promote harmony and cordiality with other departments and the public.

4 Demonstrates excellent skills in working with all individuals and maintaining excellent working relationships. Handles unusually difficult situations well. Performance exceeds standards.

3 Maintains good working relationships. Is cooperative, courteous, and helpful. Fully meets job requirements.

2 Demonstrates inadequate skills in being cooperative, courteous, and/or helpful.

1 Frequently fails to be cooperative, courteous, and/or helpful.

0 Not applicable or no opportunity to observe.

**H. CONTINUOUS IMPROVEMENT/IMAGINATION AND INITIATIVE IN PERFORMANCE OF JOB**

5 Looks for different methods of performing requirements of the position or organization. Evaluates alternatives and impact of potential changes. Develops methods and procedures for handling new activities.

4 Has looked at some potential alternatives for existing functions. Improvises and recommends ideas for new position activities.

3 Works with existing methods of operation and assists in development of procedures for new activities when directed.

2 Rarely initiates ideas for improved methods. Needs assistance in developing procedures for accomplishing new tasks.

1 Does not look for alternative methods of performing job assignments. Not able to perform new tasks without detailed instructions.

0 Not applicable or no opportunity to observe.

Or,

5 Consistently performs at a superior level, setting an example for others. Recognized as a resource. Demonstrates outstanding imagination and initiative in solving problems and handling new assignments.

4 Often seeks improvements, anticipates and solves problems, all beyond job expectations. Excellent performance in handling new assignments. Performance exceeds standards.

3 Demonstrates imagination and initiative consistent with position expectations. Participates in improvements and problem solving. Fully meets job requirements.

2 Occasionally is not open to, and does not participate in, job improvements and problem resolution. Usually has difficulty with new assignments.

1 Frequently, is not open to, and does not participate in, job improvements and problem resolution. Usually has difficulty with new assignments.

0 Not applicable or no opportunity to observe.

**I. COMMUNICATION**

5 Exceptional communication with customers, supervisors, peers, and/or subordinates.

4 Above average communication, presents ideas clearly and concisely.

3 Satisfactory communication.

2 Needs improvement in communications; is misunderstood and/or needs to restate communications.

1 Unsatisfactory communications for the position.

0 Not applicable or no opportunity to observe.

Or,

5 Consistently performs at a superior level, setting an example for others. Presents exceptionally clear and concise communications.

4 Excellent oral communication. Presents ideas clearly and concisely. Communicates tactfully even in difficult situations. Performance exceeds standards.

3 Satisfactory oral communications. Effectively conveys message. Fully meets job requirements.

2 Needs improvement in oral communications, is misunderstood, and/or needs to restate communications.

1 Unsatisfactory oral communication for the position.

0 Not applicable or no opportunity to observe.

**J. DECISION MAKING QUALITY AND TIMELINESS**

5 Makes consistently superior decisions and/or recommendations within the scope of the position and the complexity of the problem.

4 Makes well-developed decisions and/or recommendations within the scope of position responsibility.

3 Makes decisions and/or recommendations within the scope of position responsibility and seeks advice when needed.

2 Makes inadequate decisions and/or recommendations and/or fails to seek assistance when required.

1 Does not make sound decisions and/or recommendations without extensive monitoring and guidance.

0 Not applicable or no opportunity to observe.

Or,

5 Consistently performs at a superior level, setting an example for others. Consistently demonstrates outstanding judgment in making decisions and/or recommendations.

4 Makes excellent decisions and/or recommendations, giving consideration to the broader scope of the issues at hand. Performance exceeds standards.

3 Makes appropriate decisions and/or recommendations within the scope of responsibilities and seeks advice when needed. Fully meets job requirements.

2 Occasionally makes inadequate decisions and/or recommendations and/or fails to seek assistance when required.

1 Frequently fails to make sound decisions and/or recommendations without excessive monitoring and guidance.

0 Not applicable or no opportunity to observe.

**K. RESULTS DRIVEN/MEETS WORK DEADLINES**

5 Exceptionally well organized. Has work load planned and scheduled to meet deadlines. Anticipates problems and is successful in meeting deadlines in spite of emergencies.

4 Plans and schedules work to meet normal and special deadlines.

3 Meets normal deadlines.

2 Frequently lets deadlines go by before finishing assignments.

1 Does not meet deadlines. Frequently demonstrates disregard or irresponsibility in meeting deadlines. Shows lack of concern for the consequences of missed deadlines.

0 Not applicable or no opportunity to observe.

Or,

5 Consistently performs at a superior level. Significantly exceeds performance standards. Serves as an example for others.

4 Very well organized. Plans and schedules work well to anticipate problems and meet normal and special deadlines even under difficult and unusual conditions. Performance exceeds standards.

3 Plans ahead and meets normal deadlines consistent with the responsibilities of the position. Fully meets job requirements.

2 Occasionally fails to plan and meet normal deadlines.

1 Frequently demonstrates disregard or irresponsibility in meeting deadlines.

0 Not applicable or no opportunity to observe.

**L. COST CONSCIOUSNESS**

5 Consistently seeks and/or suggests alternative methods and means to economize in the daily activities of the position, or consistently initiates cost saving suggestions beyond the scope of own job responsibility.

4 Occasionally seeks and/or suggests alternative methods and means to economize in the daily activities of the position, or initiates cost saving suggestions beyond the scope of own job responsibility.

3 Choice of methods, use of materials in daily work habits meet cost conscious expectations of the position. Employee is receptive to suggestions.

2 Demonstrates lack of concern about time, materials, and methods in daily work habits unless upon direction.

1 Wastes time and materials and/or consistently shows poor choice of methods relative to the job to be performed.

0 Not applicable or no opportunity to observe.

Or,

5 Consistently performs at a superior level, setting an example for others. Outstanding at using resources in the most cost-effective and efficient manner.

4 Seeks opportunities to suggest alternative methods and means to economize. Initiates cost savings beyond the expectations of the position. Performance exceeds standards.

3 Choice of methods, use of materials, and cost saving initiatives meet position expectations. Fully meets job requirements.

2 Occasionally demonstrates lack of concern or initiative relative to cost savings.

1 Frequently demonstrates lack of concern or initiative relative to cost savings.

0 Not applicable or no opportunity to observe.

**N. QUANTITY OF WORK**

5 Output is always above the standards for the position.

4 Output is frequently above the standards for the position.

3 Output meets the standards for the position.

2 Output is frequently below the standards for the position.

1 Output is consistently below the standards for the position.

0 Not applicable or no opportunity to observe.

Or,

5 Consistently performs at a superior level, setting an example for others. Produces outstanding quantity of work while giving the proper attention to quality.

4 Output often exceeds position expectations. Demonstrates special effort and willingness to help. Performance exceeds standards.

3 Output meets position expectations. Fully meets job requirements.

2 Output is below the expectations of the position.

1 Output is consistently below the expectations of the position.

0 Not applicable or no opportunity to observe.

**O. SAFETY**

5 Quick to detect unsafe situations and to correct them.

4 Aware of safety requirements and tries to obey them. Is concerned about the need for safety and reports unsafe conditions.

3 Observes ordinary safety measures. Receptive to suggestions for improving safety.

2 Inclined to disregard safety measures. Makes only a token effort at safety.

1 Disregards almost all safety requirements. Unconcerned with safety.

0 Not applicable or no opportunity to observe.

**SUPERVISORY SPECIFIC RATING CRITERIA:**

To be used in rating division directors, managers and supervisors only.

**P. DEVELOPING DIRECT REPORTS**

5 Excels and delivers consistent effort at pursuing ongoing career development of all staff employees

4 Frequently inquires about development opportunities for staff, and makes efforts towards involving employees.

3 Recognizes the principles and benefits of developing direct reports, and makes efforts to discuss opportunities with employees.

2 Makes little effort to discuss with employees ideas regarding employee development. Does not reflect much appreciation for the ongoing development of employees.

1 Performs at an unacceptable level in the pursuit of staff employee development. Makes no effort to assist employees in their career development.

0 Not applicable or no opportunity to observe.

**Q. SUPERVISION**

5 Work unit consistently exceeds quality/quantity standards and/or meets deadlines in addition to numerous, unanticipated priorities.

4 Work unit frequently exceeds quality/quantity standards and/or meets deadlines in addition to occasional, unanticipated priorities.

3 Work unit meets quality/quantity standards of the job within given deadlines.

2 Work unit usually does not meet quality/quantity standards and/or meets standards only on simpler tasks. Deadlines frequently are not met.

1 Work unit performs at an unacceptable level.

0 Not applicable or no opportunity to observe.

Or,

5 Consistently performs at a superior level, setting an example for others and recognized as a resource. Outstanding managerial abilities. Work unit achieves exceptional results.

4 Work unit often exceeds performance standards. Operations are supervised effectively requiring minimal upper management involvement. Performance exceeds standards.

3 Work unit meets performance standards. Upper management involvement is at an appropriate level. Fully meets job requirements.

2 Work unit frequently does not meet quality/quantity standards or meets standards only on simpler tasks. Requires excessive upper management involvement.

1 Work unit performs at an unacceptable level.

0 Not applicable or no opportunity to observe.

**R. VALUING, ACCEPTING AND RESPECTING DIFFERENCES IN THE WORKPLACE**

5 Demonstrates exceptional ability to understand and empathize with differences in people and cultures; respects differences; conscious of the “dynamics” inherent when cultures interact, models cultural knowledge, identifies organizational barriers and exclusionary factors that reduce or inhibit equity, demonstrates cultural growth through self-assessment, and recognizes cultural competency is an on-going process.

4 Demonstrates ability to understand and empathize with differences in people and cultures; respects differences; conscious of the “dynamics” inherent when cultures interact, models cultural knowledge, identifies organizational barriers and exclusionary factors that reduce or inhibit equity, and recognizes cultural competency is an on-going process.

3 Exhibits satisfactory skills in understanding and empathizing with differences in people and cultures; respects differences; conscious of the “dynamics” inherent when cultures interact, institutionalizes cultural knowledge and recognizes cultural competency is an on-going process.

2 Demonstrates inadequate skills in understanding and empathizing with differences in people and cultures; respects differences; conscious of the “dynamics” inherent when cultures interact, institutionalizes cultural knowledge and recognizes cultural competency is an on-going process.

1 Demonstrates poor attitude toward understanding and empathizing with differences in people and cultures; lacks respect for differences; lacks consciousness of the “dynamics” inherent when cultures interact, and lacks recognition that cultural competency is an on-going process.

0 Not applicable or no opportunity to observe

**Appendix B PERFORMANCE APPRAISAL FORM** *Page 1 of 2*

|  |  |  |  |
| --- | --- | --- | --- |
| **Employee Name** |  | **PeopleSoft ID No.** |  |
| **Depart/Division** |  | **Merit Group No.** |  |

**Rating Period: ☐ September – February ☐March – August ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1 Criteria Letter** | **2 Criteria Title** | **3 Weight** | **4 Rating** | **5 Score (3 x 4)** | **Comments** |
|
| A | Accomplishment of Job Requirements |   |   |   |   |
| B | Customer Focused |   |   |   |   |
| C | Relationship with Co-workers |   |   |   |   |
| D | Dependability & Reliability |   |   |   |   |
| E | Gathers & Uses Information |   |   |   |   |
| F | Job Knowledge and Technical Skills |   |   |   |   |
| G | Attendance & Punctuality |   |   |   |   |
| H | Relationship with other Depart./Div./clients and Public |   |   |   |   |
| I | Imagination & Initiative |   |   |   |   |
| J | Communications |   |   |   |   |
| K | Quality Decision Making & Timelines |   |   |   |   |
| L | Results Driven/Work Deadlines |   |   |   |   |
| M | Cost Consciousness |   |   |   |   |
| N | Quantity of Work |   |   |   |   |
| O | Safety |   |   |   |   |
| P | Developing Direct Reports |   |   |   |   |
| Q | Supervision |   |   |   |   |
| R | Valuing Differences in the Workplace |   |   |   |   |

**Space for additional categories of performance available on back**

**PERFORMANCE APPRAISAL FORM** *Page 2 of 2*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S |   |   |   |   |   |
| T |   |   |   |   |   |
| U |   |   |   |   |   |
|  | **Column Totals** |  |  |  | **Performance Score =**  |
|  | **Performance Score = Total Score of Column 5 divided by Total Weight of Column 2** |
|  | **Comments, signatures and next period's Development Plan on back** |
|  |  |  |  |  |  |

**Rater Comments:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Rater Signature Date*

**Development Program for next rating period (attach additional sheets if necessary):**

**Employee Comments:**

**I wish to meet with Reviewer ☐ Yes ☐ No**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Employee Signature Date*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Reviewer Signature Date*

1. Do not assign letter grades. [↑](#footnote-ref-1)