

**PERFORMANCE EVALUATION  
UNIT: TEAMSTERS**

LAST NAME, FIRST NAME	
TITLE	
DEPARTMENT	
APPRAISAL PERIOD (START/END DATE)	

**SIGNATURES**

Employee signature acknowledges receipt of the Performance Evaluation. The employee has an opportunity to add comments either in Part 2 or by attaching a separate page with comments.

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

**Overall Rating:**

Exceeds Expectations       Meets Expectations       Does Not Fully Meet Expectations

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
(Print name)

Department Head Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
(Print name)

**Original to Human Resources for filing**

## INSTRUCTIONS

This form is used by supervisors and employees to plan, monitor, and evaluate performance. General guidelines for completing the Performance Evaluation form are outlined below. New or promoted employees may be evaluated at six months and/or twelve months (see below). If an employee is rated Does Not Fully Meet Expectations, list specific goals for improvement and the date you expect them to be achieved in Part 2.

Consideration for Advancement within Salary Range  
Following Appointment and/or Promotion (Personnel Rule 13)

### 6 Months or 12 Months

- Performance Evaluation
- Salary Increase Consideration

12 Months  
(if applicable)

- Probationary Period Ends
- Performance Evaluation

### Every 12 Months Thereafter

- Performance Evaluation
- Salary Increase Consideration

### Planning

The supervisor and employee meet to evaluate the previous year's performance. The supervisor and employee also review departmental goals and objectives. Establishing clear performance goals and expectations helps avoid "surprises" and conflicts at year-end. With clear goals, the employee and supervisor both know what needs to be accomplished and can monitor the performance throughout the year.

### Evaluating

Prior to meeting for the performance evaluation, two tasks will be accomplished. The employee should complete the Employee Self-Evaluation form (see Part 3 below). The employee lists the achievements and areas needing improvement for the rating period and submits it to the supervisor at least one (1) week prior to the performance evaluation meeting. The supervisor will review the employee's performance and the Self-Evaluation form.

### PART 1: PERFORMANCE FACTORS

At the end of the appraisal period, the supervisor evaluates the Performance Factors (Part 1) using the Competency Ratings (4, 3 and 2) and adds the rating number in the rating box for the areas of each dimension. The rater also provides narrative comments to substantiate the ratings. The narrative is completed in the comments section of Part 1.

### PART 2: OTHER ACCOMPLISHMENTS AND COMMENTS

Both the supervisor and employee may use this section to document important results achieved during the rating period or to include any comments regarding the review. Employees are encouraged to comment and respond to the review content and process.

### PART 3: EMPLOYEE SELF-EVALUATION FORM

The employee completes Part 3 which includes objectives, strongest areas, areas of improvement, and identifies potential career development activities and expected results. The employee will complete and return part 3 to his/her supervisor one week prior to the scheduled performance evaluation meeting.

### PART 4: OTHER PERFORMANCE FACTORS (IF APPLICABLE)

The supervisor checks the factors which **require improvement** by the employee being evaluated. A discussion about meeting the expectation(s) should occur between the employee and supervisor.

### COVER PAGE:

The supervisor completes the cover page and checks an Overall Rating for the Appraisal Period. Upon completion of the Performance Evaluation, the employee, supervisor, and department head sign and date the completed evaluation. A copy of the Performance Evaluation form is given to the employee, a copy is kept for the department's records, and the original is submitted to the Human Resources Department.

## Part 1: Performance Factors

### Competency Ratings:

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Does Not Fully Meet Expectations

### Aligning Performance for Success (LEADS)

Focusing and guiding others in accomplishing work objectives.

Areas:	Rating
<i>Sets performance goals</i> -Collaboratively works with direct reports to set meaningful performance objectives; sets specific performance goals and identifies measures for evaluating goal achievement.	
<i>Establishes approach</i> -Collaboratively works with direct reports to identify the behaviors, knowledge, and skills required to achieve goals; identifies specific behaviors, knowledge, and skill areas for focus and evaluation.	
<i>Creates a learning environment</i> - As necessary, helps secure resources required to support development efforts; ensures that opportunities for development are available; offers to help individuals overcome obstacles to learning.	
<i>Collaboratively establishes development plans</i> -Collaboratively identifies observation or coaching opportunities, training, workshops, seminars, etc., that will help the individual achieve important goals.	
<i>Tracks performance</i> -Implements a system or uses techniques to track performance against goals and to track the acquisition and use of appropriate behaviors, knowledge, and skills.	
<i>Evaluates performance</i> -Holds regular formal discussions with each direct report to discuss progress toward goals and review performance; evaluates each goal, behavior, knowledge, and skill area.	

### Managing Conflict (LEADS)

Dealing effectively with others in an antagonistic situation; using appropriate interpersonal styles and methods to reduce tension or conflict between two or more people.

Ratings:	
Areas:	Rating
<i>Opens discussions effectively</i> – Establishes a clear and compelling rationale for resolving the conflict.	
<i>Clarifies the current situation</i> – Collects information from relevant sources to understand the conflict.	
<i>Remains open to all sides</i> – Objectively views the conflict from all sides.	
<i>Stays focused on resolution</i> – Stays focused on resolving the conflict and avoids personal issues and attacks.	
<i>Develops others' and own ideas</i> – Presents and seeks potential solutions or positive courses of action.	
<i>Initiates action</i> – Takes positive action to resolve the conflict in a way that addresses the issue, dissipates the conflict, and maintains the relationship.	
<i>Closes discussions with clear summaries</i> – Summarizes to ensure that all are aware of agreements and required actions.	

**Planning and Organizing (LEADS)**

Establishes courses of action for self and others to ensure that work is completed efficiently.

Areas:	Rating
<i>Prioritizes</i> – Identifies more critical and less critical activities and assignments; adjusts priorities when appropriate.	
<i>Determines tasks and resources</i> – Determines project / assignment requirements by breaking them down into tasks and identifying types of equipment, materials, and people needed.	
<i>Schedules</i> – Allocates appropriate amounts of time for completing own work; avoids scheduling conflicts; develops timelines and milestones.	
<i>Leverages resources</i> – Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently; coordinates with internal and external partners.	
<i>Stays focused</i> – Uses time efficiently and prevents irrelevant issues or distractions from interfering with work completion.	

**Applied Learning (ENTRY-LEVEL)**

Assimilating and applying new job-related information in a timely manner.

Areas:	Rating
<i>Actively participates in learning activities</i> – takes part in needed learning activities in a way that makes the most of the learning experience (e.g., takes notes, asks questions, does required tasks).	
<i>Quickly gains knowledge, understanding, or skill</i> – Readily absorbs and comprehends new information from formal and informal learning experiences.	
<i>Applies knowledge or skill</i> – Puts new knowledge, understanding, or skill to practical use on the job; furthers learning through trial and error.	

**Energy**

Consistently maintain high levels of activity or productivity; operates with vigor, effectiveness, and determination over extended periods of time.

Areas:	Rating
<i>Maintains stamina</i> – Keeps a strong work pace over time; exhibits intensity in completing work responsibilities and objectives.	
<i>Maintains effectiveness</i> – Performs demanding work effectively; retains the capacity for effective action or accomplishment over long periods of time.	

### Building Strategic Work Relationships

Developing and using collaborative relationships to facilitate the accomplishment of work goals.

Areas:	Rating
<i>Seeks opportunities</i> – Proactively tries to build effective working relationships with others.	
<i>Clarifies the current situation</i> – Probes for and provides information to clarify situations.	
<i>Develops others' and own ideas</i> – Seeks and expands on original ideas, enhances others' ideas, and contributes own ideas about the issues at hand.	
<i>Facilitates agreement</i> – Gains agreement from partners to support ideas or take partnership-oriented action; uses sound rationale to explain value of actions.	
<i>Uses Key Principles</i> – Establishes good interpersonal relationships by helping people feel valued, appreciated, and included in discussions (enhances self-esteem, empathizes, involves, discloses, supports).	

### Decision Making

Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.

Areas:	Rating
<i>Identifies issues, problems, and opportunities</i> –Recognizes issues, problems or opportunities and determines whether action is needed.	
<i>Gathers information</i> – Identifies the need for and collects information to better understand issues, problems, and opportunities.	
<i>Interprets information</i> – Integrates information from a variety of sources; detects trends, associations, and cause-effect relationships.	
<i>Generates alternatives</i> – Creates relevant options for addressing problems / opportunities and achieving desired outcomes.	
<i>Chooses appropriate action</i> – Formulates clear decision criteria; evaluates options by considering implications and consequences; chooses an effective option.	
<i>Commits to action</i> – Implements decisions or initiates action within a reasonable time.	
<i>Involves others</i> – Includes others in the decision-making process as warranted to obtain good information, make the most appropriate decisions, and ensure buy-in and understanding of the resulting decisions.	

### Safety Awareness

Identifying and correcting conditions that affect employee safety; upholding safety standards.

Areas:	Rating
<i>Identifies safety issues and problems</i> – Detects hazardous working conditions and safety problems; checks equipment and/or work area regularly.	
<i>Takes corrective action</i> – Reports or corrects unsafe working conditions; makes recommendations and/or improves safety and security procedures; enforces safety regulations and procedures.	
<i>Monitors the corrective action</i> – Monitors safety or security issues after taking corrective action and ensures continued compliance.	

**Stress Tolerance**

Maintaining stable performance under pressure or opposition (such as time pressure or job ambiguity); handles stress in a manner that is acceptable to others and to the organization.

Areas:	Rating
<i>Maintains focus</i> – Stays focused on work tasks and productively uses time and energy when under stress.	
<i>Maintains relationships</i> – Presents a positive disposition and maintains constructive interpersonal relationships when under stress.	
<i>Copes effectively</i> – Develops appropriate strategies as needed to alter conditions that create stress and to sustain physical and mental health.	

**Technical/Professional Knowledge**

Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.

Areas:	Rating
<i>Understands technical terminology and developments.</i>	
<i>Knows when and how to apply a technical skill or procedure.</i>	
<i>Performs complex tasks in area of expertise.</i>	

**Work Standards**

Setting high standards of performance for self and others; assuming responsibility and accountability for successfully completing assignments or tasks; self-imposing standards of excellence rather than having standards imposed.

Areas:	Rating
<i>Sets standards of excellence</i> – Establishes criteria and/or work procedures to achieve a high level of quality, productivity, or service.	
<i>Ensures high quality</i> – Dedicates required time and energy to assignments or tasks to ensure that no aspect of the work is neglected; works to overcome obstacles to completing tasks or assignments.	
<i>Takes responsibility</i> – Accepts responsibility for outcomes (positive or negative) of one's work; admits mistakes and refocuses efforts when appropriate.	
<i>Encourages others to take responsibility</i> – Provides encouragement and support to others in accepting responsibility; does not accept others' denial of responsibility without questioning.	

**Comments:**

<p><b>Comments:</b></p>
<p><b>Please attach additional page(s) if needed</b></p>

**Part 2: Other Accomplishments & Comments**

**Other Accomplishments and Comments:**

**Areas for Development:**

**Supporting/Training Activities:**

**Development Results/Progress:**

**Part 3: Employee Self-Evaluation Form**

**Objectives:**

**Discuss your strongest areas and give specific examples.**

**Discuss areas needing improvement.**

**Identify areas for development and potential activities for professional career enhancement. List expected results.**



#### Part 4: Other Performance Factors (if applicable)

The following are general performance factors that may be considered during the performance evaluation. The purpose is to facilitate communication between the supervisor and employee about **improving** these important aspects of the position. The supervisor should check the factors which **require improvement** by the employee being evaluated. A discussion about meeting the expectation(s) should occur between the employee and supervisor. During the next performance evaluation, the supervisor should review the factor(s) checked.

##### FACTOR CHECKLIST:

- Attendance and Punctuality:** Attends work regularly without excessive absences; maintains assigned work schedule.
  
- Care of Equipment:** City equipment is properly used and cared for.
  
- Safety Awareness:** Practices rules of safety to protect self and others.
  
- Productivity:** Makes effective use of time/resources to accomplish assignments and meet deadlines.
  
- Professional Appearance:** Attire and grooming is appropriate for the work unit/organization.
  
- Professionalism:** Represents the organization in a professional manner.