

Instructions for EMCP Performance Evaluation Form

- ▶ **Save this workbook in your computer or on a disk before you enter information on the forms.**
- ▶ **Print this page for ready reference**
- ▶ **Use the color coding as a guide**
 - ▶ Sections to be completed at the *beginning* of the rating period are colored *pink*.
 - ▶ Sections to be completed at the *end* of the rating period are colored *yellow*.
 - ▶ Sections that are *filled in automatically* (by formula or data transfer) are shaded *in gray*. You cannot enter data directly in these gray fields.
- ▶ **Use the Forms in the Right Sequence**

Pre-established formulas will do all computations for you, but **you must use the forms in the correct sequence.**
- ▶ **Use the Step Numbers as a Guide**

Step numbers are shown in the green bubbles on the worksheets (they will not show on your final printed forms).
- ▶ **Boxes don't check, can't enter data?**

Press the "enter" key to complete the prior action.

<i>At the Beginning of the Rating Period (Steps 1-13)</i>
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Prepare your recommendations

Before completing the performance evaluation, the Rater should review the Ratee's position description, and formulate goals/objectives and performance expectations for the employee. The Rater then decides if the Performance Objectives and Program Accomplishments Component of the performance evaluation will be utilized.

Form A

Step

- 1 Enter Ratee's name and other identifying information on Form A. If any of the default values are incorrect (e.g., dates), delete the default data and enter the correct data.
- 2 Review the factors in the Overall Management section (description of factors are found on Form C).
- 3 Determine the weight for each factor in the Overall Management component. On Form A, enter the weights in the factor weights column. Total must equal 100. Weights entered here will automatically transfer to Form C.
- 4 The Rater has the option of using or not using the Performance Objectives and Program Accomplishments component. If the Rater decides to use this component, go to Form B1, step 5. If not, skip to step 9.

Form B1, B2, B3

You may have up to 3 objectives. Complete one form for each objective (Form B1, B2 and B3 are the same).

Note: If it will take more than one year to achieve the final result of the objective, consider breaking your plan into phases and describing the phase that can be completed within the rating period as your objective.

- 5 Describe the objective and complete section 2a through 5a in the planned column. If the planned accomplishment reflects an improvement in current operations, baseline information must be included in the description of the objective. Use quantified or observable data in the objective section, if possible.
- 6 Review the *Results Evaluation Guide* in the user's manual. Based on the anticipated skill and effort, determine the appropriate number of points if the objective is attained.
- 7 Check the box in 6a that reflects the appropriate number of points. Explain your rationale.
- 8 Check "Yes" in 7a if the objective is critical and completion is essential. If not, check "No".

Form A

- 9 Determine the weight for the Overall Management component (weight should not be less than 50%). Enter in the component weights column (must be a whole number). If the Performance Objectives and Program Accomplishments component will not be used, the Overall Management component should equal 100. If the Performance Objectives and Program Accomplishments component is used, the weight will automatically calculate (100 minus the weight of the Overall Management component).
- 10 Save the completed workbook for use at the end of the rating period.
- 11 Print all forms for discussion.
- 12 Rater and Ratee discuss contents of the forms. If applicable, be sure to discuss item 7a on Form B1, B2, and B3. Any changes to weights or objectives that are made as a result of the discussion and review process should be entered on the saved workbook.
- 13 The Rater and Ratee sign Form A verifying that the weights and objectives were approved and discussed. A copy of the performance evaluation should be provided to the Ratee.

Form C

Do not enter anything on Form C at the beginning of the rating period. However, you should review each factor. If any of the factors is not applicable to the job, it should not be rated and should not be assigned a factor weight. The Rater and Ratee should discuss which factors are applicable at the beginning of the rating period.

<i>During the Rating Period</i>
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Changes may be made to weights or objectives after discussion between the Rater and Ratee.

At the End of the Rating Period (Steps 14-27)

Prepare your recommendations. Use the same workbook you saved at the beginning of the rating period.

Form C

The weights for each factor established at the beginning of the rating period and posted on Form A, should be displayed in the heavy box to the left of the factor name.

Note: If you have problems making check marks or entering points, press "enter" before switching from checking boxes to posting numbers. Also press "enter" when switching from posting numbers to checking boxes (see the instructions in the red boxes on the form).

- 14 Check the boxes that best reflect the usual behavior of the Ratee during the rating period (follow additional instructions on the form). If a set of statements is not applicable to the job or work situation, do not check any boxes in that set of statements.
- 15 Based on the checkmarks, determine the appropriate points for each factor (follow instructions on the form to score check marks in more than one column). Use whole numbers only.
- 16 Enter the recommended points (1, 2, 3, 4 or 5) in the solid box to the right of the factor name. (Points entered on this form will be transferred automatically to Form A. Weighted scores on Form A will also be computed automatically).
- 17 If the Performance Objectives and Program Accomplishments component was used at the beginning of the rating period, go to Form B1, step 18. If not, go to Form A, step 25.

Form B1, B2 and B3

- 18 Complete the information in the accomplished column (section 2b through 5b).
- 19 Review the actual results, including the skill and effort required to achieve the objective, and determine the appropriate points for a completed objective based on the *Results Evaluation Guide* in the user's manual. Check the appropriate box in section 6b. If the points differ from 6a, provide rationale for the change.
- 20 If the objective was only partially completed, adjust the points based on the instructions on *Scoring the Performance Objectives and Program Accomplishments* in the user's manual. Check the appropriate box in section 7b.
- 21 Enter the recommended points in section 8.

After completing Form B1, B2, and B3; go to Form B Summary, step 22.

Form B Summary

- 22 Review the summary data displayed for all objectives. Review any additional instructions issued by your department.
- 23 Enter the recommended final score for the Performance Objectives and Program Accomplishments component in the yellow box at the bottom of the page.
- 24 Return to Form A, step 25.

Form A

- 25** Based on the final score that is automatically calculated on Form A, check the appropriate overall rating box.
- 26** Print all forms for discussion.
- 27** The Rater and Ratee discuss the recommended scores and sign under the completion of performance evaluation section. The appointing authority approves and signs the final evaluation. If the appointing authority changes any recommendations for points, they must be entered on the forms and the forms must be reprinted.

State of Hawaii
EMCP Performance Evaluation
 Fiscal Year _____ to _____

Form A

Name _____ Title _____ Pay Grade EM _____ Pos No _____ Dept _____ Division _____ Branch _____	RATING PERIOD From _____ To _____	PURPOSE OF RATING <input type="checkbox"/> Initial Probation <input type="checkbox"/> New Probation <input type="checkbox"/> Annual <input type="checkbox"/> Partial Annual
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PERFORMANCE EVALUATION SCORES			Weighted Component Scores
Component Weights <input type="text"/> % Overall Management			
Factor Weights		Points from Form C	Weighted Score
<input type="text"/> Strategic Planning/Organizing and Managing Work		<input type="text"/>	<input type="text"/>
<input type="text"/> Leading and Managing Change/Flexibility/Innovation		<input type="text"/>	<input type="text"/>
<input type="text"/> Developing a Successful Team/Managing Human Resources *		<input type="text"/>	<input type="text"/>
<input type="text"/> Budget Formulation and Fiscal Management *		<input type="text"/>	<input type="text"/>
<input type="text"/> Problem Solving/Decision Making/Technical Know How		<input type="text"/>	<input type="text"/>
<input type="text"/> Customer Focus/Client Orientation *		<input type="text"/>	<input type="text"/>
<input type="text"/> Communication		<input type="text"/>	<input type="text"/>
<input type="text"/> Building Partnerships		<input type="text"/>	<input type="text"/>
<input type="text"/> Interpersonal Skills		<input type="text"/>	<input type="text"/>
<input type="text"/> Self Starter		<input type="text"/>	<input type="text"/>
*Recommended weight is at least 15-20%			
<input type="text"/> 0	Sum of factor weights must = 100	Weighted Score Total =	<input type="text"/> <input type="text"/>
<input type="text"/> % Performance Objectives and Program Accomplishments (Optional)			
Points for Objective # 1 (Form B1)		<input type="text"/>	
Points for Objective # 2 (Form B2)		<input type="text"/>	
Points for Objective # 3 (Form B3)		<input type="text"/>	
Final Score for Objectives (from Form B Summary)		<input type="text"/>	<input type="text"/>
<input type="text"/> % Sum of component weights must = 100			Final Score <input type="text"/>

PLANNED PRIORITIES AND OBJECTIVES

Weights and Objectives Discussed

Employee's Signature *Date*

Weights and Objectives Approved

Supervisor's (Rater's) Signature *Date*

OVERALL RATING
 (at end of rating period)

Exceptional (450-500)
 Exceeds Expectations (350-449)
 Fully Meets Expectations (250-349)
 Needs Improvement (150-249)
 Unsatisfactory (0-149)

COMPLETION OF PERFORMANCE EVALUATION

Employee's Acknowledgement/Comments: My performance for the rating period has been discussed with me. I understand that I may attach comments if I do not agree with this rating. My signature does not necessarily mean agreement <input type="checkbox"/> Check here if employee statement of disagreement (Form E) is attached	Supervisor's Certification: This rating was discussed with the employee on the following date: _____ _____ Supervisor's Signature Date
_____ Employee's Signature Date	_____ Appointing Authority's Signature Date

Form B1 - Performance Objectives and Program Accomplishments

Name: 0

Rating Period 1/0/1900 to 1/0/1900

1. Objective (Describe. Include base line information if the objective reflects improved operations for the current program.)		
Planned (Complete at beginning of rating period)	Accomplished (Complete at end of rating period)	
2a. Target Completion Date	2b. Date Completed _____ OR Percent Completed _____ %	
3a. Costs/Resources Required	3b. Costs/Resources Incurred	
4a. Evaluation Criteria	4b. Attainment of Criteria	
5a. Constraints (if applicable)	5b. How constraints were addressed (if applicable)	
6a. Proposed Points if Result is Attained, and Rationale <input type="checkbox"/> 300 pts <input type="checkbox"/> 400 pts <input type="checkbox"/> 500 pts	6b. Recommended Point Value, if Complete <input type="checkbox"/> 100 <input type="checkbox"/> 200 <input type="checkbox"/> 300 <input type="checkbox"/> 400 <input type="checkbox"/> 500	
7a. Rater Assessment. Critical Objective, completion essential <input type="checkbox"/> Yes <input type="checkbox"/> No	7b. Final Categorization/Point Value by Rater <input type="checkbox"/> 100 <input type="checkbox"/> 200 <input type="checkbox"/> 300 <input type="checkbox"/> 400 <input type="checkbox"/> 500	8. Points <div style="border: 1px solid black; width: 50px; height: 20px; margin: 0 auto;"></div>

Form B2 - Performance Objectives and Program Accomplishments

Name: 0

Rating Period 1/0/1900 to 1/0/1900

1. Objective (Describe. Include base line information if the objective reflects improved operations for the current program.)		
Planned (Complete at beginning of rating period)	Accomplished (Complete at end of rating period)	
2a. Target Completion Date	2b. Date Completed _____ OR Percent Completed _____ %	
3a. Costs/Resources Required	3b. Costs/Resources Incurred	
4a. Evaluation Criteria	4b. Attainment of Criteria	
5a. Constraints (if applicable)	5b. How constraints were addressed (if applicable)	
6a. Proposed Points if Result is Attained, and Rationale <input type="checkbox"/> 300 pts <input type="checkbox"/> 400 pts <input type="checkbox"/> 500 pts	6b. Recommended Point Value, if Complete <input type="checkbox"/> 100 <input type="checkbox"/> 200 <input type="checkbox"/> 300 <input type="checkbox"/> 400 <input type="checkbox"/> 500	
7a. Rater Assessment. Critical Objective, completion essential <input type="checkbox"/> Yes <input type="checkbox"/> No	7b. Final Categorization/Point Value by Rater <input type="checkbox"/> 100 <input type="checkbox"/> 200 <input type="checkbox"/> 300 <input type="checkbox"/> 400 <input type="checkbox"/> 500	8. Points <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>

Form B3 - Performance Objectives and Program Accomplishments

Name: 0

Rating Period 1/0/1900 to 1/0/1900

1. Objective (Describe. Include base line information if the objective reflects improved operations for the current program.)		
Planned (Complete at beginning of rating period)	Accomplished (Complete at end of rating period)	
2a. Target Completion Date	2b. Date Completed _____ OR Percent Completed _____ %	
3a. Costs/Resources Required	3b. Costs/Resources Incurred	
4a. Evaluation Criteria	4b. Attainment of Criteria	
5a. Constraints (if applicable)	5b. How constraints were addressed (if applicable)	
6a. Proposed Points if Result is Attained, and Rationale <input type="checkbox"/> 300 pts <input type="checkbox"/> 400 pts <input type="checkbox"/> 500 pts	6b. Recommended Point Value, if Complete <input type="checkbox"/> 100 <input type="checkbox"/> 200 <input type="checkbox"/> 300 <input type="checkbox"/> 400 <input type="checkbox"/> 500	
7a. Rater Assessment. Critical Objective, completion essential <input type="checkbox"/> Yes <input type="checkbox"/> No	7b. Final Categorization/Point Value by Rater <input type="checkbox"/> 100 <input type="checkbox"/> 200 <input type="checkbox"/> 300 <input type="checkbox"/> 400 <input type="checkbox"/> 500	8. Points <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: auto;"></div>

Form B Summary

Rating Period 1/0/1900 to 1/0/1900

Name: 0

This portion of the form displays the Objectives and Points entered on Forms B1 through B3.

B1 Objective 0	0
B2 Objective 0	0
B3 Objective 0	0

Final Scoring

- There are numerous variables that may be considered in determining the score on the the Performance Objectives and Program Accomplishments component.
- The *Results Evaluation Guide* in the user's manual must be used to determine the difficulty/skill/effort level of the objective.
- The factors to be considered in the final rating must have been be discussed at the beginning of the rating period, including (a) what weight will be accorded to the Performance Objectives and Program Accomplishments component; (b) how the results will be evaluated; and (c) the significance of attaining or failing to attain each of the specified results.

The final score must be 100, 200, 300, 400 or 500, consistent with the rating bands.

The following example may be used as a guide to scoring the Performance Objectives and Program Accomplishments component.

		Possible Final Score
Exceptional	At least one 500 point objective* completed. Completion or satisfactory progress on all other <u>critical</u> objectives.	500
Exceeds Expectations	At least one 400 point objective* completed. Completion or satisfactory progress on all other <u>critical</u> objectives.	400
Fully Meets	One or more 300 point objectives* completed. Completion or satisfactory progress on all other <u>critical</u> objectives.	300
Improvement Needed	<u>Critical</u> results do not meet expectations (e.g., fall off in quantity/quality of essential services, insufficient progress on projects).	200
Unsatisfactory	Objectives not attained; inadequate progress made.	100

* Based on the *Results Evaluation Guide* in the user's manual.

Final Score (not to exceed 500)

Name:

Before proceeding, review the instructions below for checking and scoring Form C

How to check the boxes

- * Check the statements that best reflect the usual behavior of the employee.
- * Statements in the 5 point column should only be checked if the employee consistently evidences all of the applicable behaviors.
- * If the employee's behavior is 'better than' one of the statements but not 'as good as' the statement to the right, check the box in between (i.e., "2" or "4").
- * If a set of statements is not applicable to the employee's work situation do not check any boxes.

Score the checked statements as follows:

Points

- 1 The majority of the checked behaviors are in the left column; few or no behaviors in other columns are checked.
- 2 The majority of the checks are in the "2" point column (i.e., behaviors are 'better than' the descriptors in the "1" point column but do not match the descriptors in the "3" point column) or the checked behaviors are distributed between "1" and "3."
- 3 The majority of the checked behaviors are in the center column ("3" points).
- 4 The majority of the checks are in the "4" column (i.e., behaviors are better than the descriptors in the "3" point column but do not consistently match the descriptors in the "5" column) or the behaviors are evenly distributed between the "3" and "5" columns.
- 5 All of the relevant behaviors in the right column are checked.

Weight

Points
(1,2,3,4,5)

0	Strategic Planning and Organizing and Managing Work				□
1 point	2	3 points	4	5 points	
<input type="checkbox"/> Departmental mission and goals inadequately addressed in program plans and operations. <input type="checkbox"/> Ineffective in planning regular activities.	<input type="checkbox"/>	<input type="checkbox"/> Sets goals and schedules based on departmental mission and goals and relevant facts. <input type="checkbox"/> Develops realistic short- and long- range plans that are effective in meeting goals.	<input type="checkbox"/>	<input type="checkbox"/> Sets goals and schedules based on departmental mission and goals and relevant facts and Identifies additional contributions organizational unit can make toward departmental mission and goals. <input type="checkbox"/> Develops realistic short- and long- range plans that are effective in meeting goals and Has defined future mission and goals for the program.	
<input type="checkbox"/> Ineffective in organizing and directing regular activities.	<input type="checkbox"/>	<input type="checkbox"/> Establishes courses of action for unit to ensure that work is completed efficiently, monitors operations, and makes adjustments as new developments arise.	<input type="checkbox"/>	<input type="checkbox"/> Establishes courses of action for unit to ensure that work is completed efficiently, monitors operations, and makes adjustments as new developments arise and anticipates emerging needs and acts accordingly.	

Weight

Points

0	Leading and Managing Change/Flexibility Adaptability/Creative Thinking/Innovation				□
1 point	2	3 points	4	5 points	
<input type="checkbox"/> Usually relies on past practices, methods, approaches. <input type="checkbox"/> Does not adapt behavior to current situational needs. Resists change and defends and relies on status quo.	<input type="checkbox"/>	<input type="checkbox"/> Develops new ways to deal with work problems and opportunities. <input type="checkbox"/> Adapts to changing conditions within the organization and maintains effectiveness of operations.	<input type="checkbox"/>	<input type="checkbox"/> Develops different and novel ways to deal with work problems and opportunities. <input type="checkbox"/> Adapts to changing conditions within the organization and identifies opportunities and achieves/ facilitates a high level of performance within a newly changed situation or environment and makes changes to improve effectiveness of operations.	
<input type="checkbox"/> Communicates change in a negative manner.	<input type="checkbox"/>	<input type="checkbox"/> Promotes acceptance and implementation of change. <input type="checkbox"/> Encourages others to address problems and opportunities.	<input type="checkbox"/>	<input type="checkbox"/> Promotes acceptance and implementation of change and fosters a culture/work environment of open and ongoing receptivity to change and constant improvement. <input type="checkbox"/> Encourages others to address problems and opportunities and to seek innovative approaches to addressing problems and opportunities.	
<input type="checkbox"/> Flounders in ambiguous situations.	<input type="checkbox"/>	<input type="checkbox"/> Works well in ambiguous situations.	<input type="checkbox"/>	<input type="checkbox"/> Works well in ambiguous situations and Anticipates new situations and work requirements.	

0		Developing a Successful Team and Managing Human Resources				0
1 point	2	3 points	4	5 points		
<input type="checkbox"/> Staff members do not understand vision, objectives and their collective responsibilities.	<input type="checkbox"/>	<input type="checkbox"/> Assures that staff members understand vision, objectives and their collective responsibilities.	<input type="checkbox"/>	<input type="checkbox"/> Assures that staff members understand vision, objectives and their collective responsibilities and promotes positive response.		
<input type="checkbox"/> Work assignments reflect a mechanistic or traditional approach.	<input type="checkbox"/>	<input type="checkbox"/> Work assignments reflect appropriate utilization of employee skills.	<input type="checkbox"/>	<input type="checkbox"/> Seeks ways to enable employees to utilize unique skills, interests, attain optimal success within assigned functions and understand higher level job requirements. <input type="checkbox"/> Creates and assigns work assignments roles that balance expertise with opportunities for professional development among staff members.		
<input type="checkbox"/> Inadequate employee development.	<input type="checkbox"/>	<input type="checkbox"/> Provides for necessary staff development to enable staff to attain success within their assigned functions.	<input type="checkbox"/>	<input type="checkbox"/> Provides for necessary staff development to enable staff to attain success within their assigned functions and develops staff capabilities for current functions and professional growth.		
<input type="checkbox"/> Inadequate or inappropriate delegation: insufficient or excessive oversight. Fails to provide sufficient practical direction or micromanages.	<input type="checkbox"/>	<input type="checkbox"/> Delegates effectively.	<input type="checkbox"/>	<input type="checkbox"/> Delegates effectively including maximizing contribution of employees to the organization and minimizing time needed to process the work of the organization.		
<input type="checkbox"/> Does not involve employees in decisions.	<input type="checkbox"/>	<input type="checkbox"/> Seeks employee input and/or participation in decision-making. Encourages collaboration among team members.	<input type="checkbox"/>	<input type="checkbox"/> Seeks employee input and/or participation in decision-making and encourages collaboration among team members.		
<input type="checkbox"/> Provides little positive leadership.	<input type="checkbox"/>	<input type="checkbox"/> Leads by example.	<input type="checkbox"/>	<input type="checkbox"/> Leads by example and motivates a high level of performance; energizes team.		
<input type="checkbox"/> Evaluations of subordinates tend to be overly lenient or harsh; do not distinguish genuine differences in levels of performance. <input type="checkbox"/> Less than 100% completion of PAS for subordinates directly supervised; less than 80% completion for subordinates of subordinate supervisors. (See <i>Special Provisions on Rating Subordinate Employees</i> in the user's manual.)	<input type="checkbox"/>	<input type="checkbox"/> Evaluates subordinates appropriately and follows up appropriately. <input type="checkbox"/> 100% completion of PAS for subordinates directly supervised; 80% completion for subordinates of subordinate supervisors. (See <i>Special Provisions on Rating Subordinate Employees</i> in the user's manual.)	<input type="checkbox"/>	<input type="checkbox"/> Evaluates subordinates appropriately and follows up appropriately despite difficult situations. <input type="checkbox"/> 100% completion of PAS for all subordinates. (See <i>Special Provisions on Rating Subordinate Employees</i> in the user's manual.)		
<input type="checkbox"/> Actions do not always follow requirements of collective bargaining contract provisions, State guidelines and EEO policies/requirements.	<input type="checkbox"/>	<input type="checkbox"/> Complies with collective bargaining contract provisions, State guidelines and EEO policies/requirements in selection, promotion and other actions affecting personnel.		N/A		
<input type="checkbox"/> Insufficient attention to safety in the workplace, accidents and injuries.	<input type="checkbox"/>	<input type="checkbox"/> Maintains a safe work environment; monitors environment, accidents and injuries and takes corrective action to prevent or minimize future injuries and accidents.	<input type="checkbox"/>	<input type="checkbox"/> Maintains a safe work environment; monitors environment, accidents and injuries and takes corrective action and acts proactively to minimize or eliminate potential problems; and institutes preventive measures such as training, safety awareness reminders, etc.		
<input type="checkbox"/> Insufficient attention to returning injured workers to duty	<input type="checkbox"/>	<input type="checkbox"/> Takes actions necessary to return injured workers to light duty on a timely basis.	<input type="checkbox"/>	<input type="checkbox"/> Actively participates in department-wide efforts to return injured workers to light duty.		

Weight	Budget Formulation and Fiscal Management				Points
0	1 point	2	3 points	4	5 points
	<input type="checkbox"/> Budget estimates are inflated or inadequate or do not conform to requirements.	<input type="checkbox"/>	<input type="checkbox"/> Budget estimates are realistic and conform to requirements.		N/A
	<input type="checkbox"/> Does not track or stay within budget.	<input type="checkbox"/>	<input type="checkbox"/> Expenditures are prudent, within budgeted amounts, and conform to requirements.	<input type="checkbox"/>	<input type="checkbox"/> Expenditures are prudent, within budgeted amounts, and conform to requirements and Maximizes output/services within available resources.
	<input type="checkbox"/> Fails to consider cost/benefit adequately in expenditures.	<input type="checkbox"/>	<input type="checkbox"/> Considers cost/benefit appropriately in expenditures.	<input type="checkbox"/>	<input type="checkbox"/> Considers cost/benefit appropriately in expenditures and seeks and Realizes innovative efficiencies, cost containment.
	<input type="checkbox"/> Does not actively see efficiencies and cost containment.	<input type="checkbox"/>	<input type="checkbox"/> Efficiencies and cost containment sought.	<input type="checkbox"/>	<input type="checkbox"/> Maximizes resources and minimizes costs in achieving objectives.
	<input type="checkbox"/> Does not pursue opportunities for revenue enhancement	<input type="checkbox"/>	<input type="checkbox"/> Capitalizes on sources of revenue	<input type="checkbox"/>	<input type="checkbox"/> Initiates revenue enhancement, e.g., entrepreneurial activities.

Weight	Problem Solving, Decision Making and Technical Know How				Points
0	1 point	2	3 points	4	5 points
	<input type="checkbox"/> Sometimes makes poor decisions because of failure to gather facts, obtain input from others, consider past/similar experiences, or think through the outcome.	<input type="checkbox"/>	<input type="checkbox"/> Decisions are sound, logical, realistic, effective and consistent with policies.	<input type="checkbox"/>	<input type="checkbox"/> Decisions are sound, logical, realistic, effective and consistent with policies and consistently demonstrates a pattern of quality decisions that reflect objective criteria and organizational needs.
		<input type="checkbox"/>	<input type="checkbox"/> Obtains relevant information from varied sources and individuals.	<input type="checkbox"/>	<input type="checkbox"/> Obtains relevant information from varied sources and individuals and Actively involves others.
	<input type="checkbox"/> Neglects or delays making needed decisions or fails to make decisions on a timely basis.	<input type="checkbox"/>	<input type="checkbox"/> Makes decisions on a timely basis.	<input type="checkbox"/>	<input type="checkbox"/> Makes decisions on a timely basis and Foresees/anticipates the need to address new issues and acts accordingly.
	<input type="checkbox"/> Decisions sometimes ignore professional principles.	<input type="checkbox"/>	<input type="checkbox"/> Decisions reflect appropriate knowledge of the subject area.	<input type="checkbox"/>	<input type="checkbox"/> Decisions reflect mastery of the subject area.
	<input type="checkbox"/> Does not take reasonable risks and/ or decisions fail to take risk factors into account.	<input type="checkbox"/>	<input type="checkbox"/> Exhibits prudent risk taking.	<input type="checkbox"/>	<input type="checkbox"/> Exhibits prudent risk taking and takes initiative to minimize risk and maximize success.

Weight	Customer Focus/Client Orientation				Points
0	1 point	2	3 points	4	5 points
	<input type="checkbox"/> Customers are not provided timely and/or quality service.	<input type="checkbox"/>	<input type="checkbox"/> Provides timely, quality services to customers.	<input type="checkbox"/>	<input type="checkbox"/> Provides exceptional services to customers
	<input type="checkbox"/> Must be reminded about customer service				
	<input type="checkbox"/> Does seek/use customer input or avoids service to customer groups.	<input type="checkbox"/>	<input type="checkbox"/> Establishes positive relationships with customers. <input type="checkbox"/> Uses customer feedback when changing operations	<input type="checkbox"/>	<input type="checkbox"/> Establishes positive relationships with customers and Actively seeks feedback from customers and Acts on information to improve service.
	<input type="checkbox"/> Does not initiate changes to meet customer needs.	<input type="checkbox"/>	<input type="checkbox"/> Considers customer needs in planning/changing operations	<input type="checkbox"/>	<input type="checkbox"/> Anticipates customer needs and acts to meet those needs and Eliminates organizational barriers that interfere with providing outstanding customer service.

Weight				Points
0				
Communication				
1 point	2	3 points	4	5 points
<input type="checkbox"/> Causes problems by ineffective communications.	<input type="checkbox"/>	<input type="checkbox"/> Provides clear and effective oral and written communications.	<input type="checkbox"/>	<input type="checkbox"/> Provides clear and effective oral and written communications and Listens effectively and Clearly conveys information to individuals and groups in a manner that engages the audience, helps them understand and retain the message, and permits response and feedback.
<input type="checkbox"/> Causes problems by failing to communicate when necessary.	<input type="checkbox"/>	<input type="checkbox"/> Listens effectively.	<input type="checkbox"/>	
		<input type="checkbox"/> Keeps affected parties informed.	<input type="checkbox"/>	<input type="checkbox"/> Keeps affected parties informed and proactively communicates additional information, etc., to positively affect the situation.

Weight				Points
0				
Building Partnerships				
1 point	2	3 points	4	5 points
<input type="checkbox"/> Does not initiate or respond to opportunities to develop outside relationships.	<input type="checkbox"/>	<input type="checkbox"/> Develops and maintains effective working relationships with others in the department, legislature, media and customers.	<input type="checkbox"/>	<input type="checkbox"/> Develops and maintains effective working relationships with others in the department, Legislature, media and customers and Identifies opportunities and takes action to build strategic relationships with other areas, teams, etc., to help achieve business goals and Participates in mutually beneficial partnerships and Identifies and implements partnership opportunities which deliver successful results to all parties and Develops new and unique partnerships which support the goals of the organization.
<input type="checkbox"/> Uncooperative with others in working on departmental goals.	<input type="checkbox"/>	<input type="checkbox"/> Participates in mutually beneficial partnerships.	<input type="checkbox"/>	
<input type="checkbox"/> Does not encourage or support staff in external working relationships.	<input type="checkbox"/>	<input type="checkbox"/> Supports staff in the development of partnerships with others outside the organization.	<input type="checkbox"/>	<input type="checkbox"/> Encourages and supports staff in the development of partnerships with others outside the organization.

Weight				Points
0				
Interpersonal Skill				
1 point	2	3 points	4	5 points
<input type="checkbox"/> Uncooperative with others in working on departmental goals.	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates trust, understanding and mutual respect.	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates trust, understanding and mutual respect and Demonstrates sensitivity to the feelings and concerns of others and Builds trust and respect in subordinates and Skillful in resolving disputes and Brings conflicts into the open and resolves collaboratively.
<input type="checkbox"/> Rude and disrespectful.	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates sensitivity to the feelings and concerns of others.	<input type="checkbox"/>	

Weight				Points
0				
Self Starter				
1 point	2	3 points	4	5 points
<input type="checkbox"/> Coasts, unless prompted or required by circumstances.	<input type="checkbox"/>	<input type="checkbox"/> Self motivated.	<input type="checkbox"/>	<input type="checkbox"/> Displays a high level of effort and commitment.
	<input type="checkbox"/>	<input type="checkbox"/> Sets standards of performance for self.	<input type="checkbox"/>	<input type="checkbox"/> Sets high standards of performance for self.
<input type="checkbox"/> Complies with/relies on current practices and knowledges.	<input type="checkbox"/>	<input type="checkbox"/> Learns from experience and seeks self improvement.	<input type="checkbox"/>	<input type="checkbox"/> Seeks self improvement and builds on strengths and works on deficiencies.