



CITY OF BAY CITY

EMPLOYEE PERFORMANCE EVALUATION GUIDELINES

I. PURPOSE

Performance evaluations provide supervisors with an opportunity to assess their employees' contributions to the organization. Having a performance evaluation system can enforce the acceptable boundaries of performance, promote staff recognition and effective communication, and motivate employees to do their best for themselves and the City.

The goals of a performance evaluation system are to provide an equitable measurement of an employee's contribution to the department and City; produce accurate appraisal documentation to protect the employee and the City; recognize stellar performers; address poor performers and motivate individuals to perform better.

II. EVALUATION PERIOD

Employees will receive an annual evaluation, based on an employee's original date of hire or the date of promotion or transfer. Employees receive a mid-point evaluation, while in their 90-day introductory period, and at the completion of their 90-day introductory period.

A written performance evaluation for each employee must be completed prior to a recommendation for a merit increase.

III. COMPLETING THE EMPLOYEE PERFORMANCE EVALUATION

One employee performance evaluation form will be used for a regular full-time and regular part-time employee. The form must be typed.

A. Performance Categories

There are 10 (ten) performance factors that will be used to evaluate an employee's performance. There will be five (5) additional performance factors used when evaluating a supervisor.

Employee Performance Factors	
Work Ethic	Safety
Communication Skills	Customer Service
Work Results	Job Knowledge / Skills
Teamwork	Resource Management
Accountability	Goal Setting and Accomplishments
Additional Performance Factors for Supervisors	
Leadership / Decision-Making	Planning / Organizing

Cost Management	Employee Development
Public Relations	

B. Ratings

Below is a general description of the rating levels. Employees should know what level of performance is expected of them to receive a 5, 4, 3, 2, or 1 rating in each performance category.

Rating	Description
5 (Outstanding)	Through the employee's own initiative, judgment and superior abilities, the employee anticipates and provides a level of service that far exceeds that which is expected and required for the position. This employee's competence, accuracy and efficiency are such that this performance is maintained with minimal or no supervision or guidance.
4 (Above Expectations)	The employee is consistent in meeting and in some cases, exceeding the key performance expectations of the position. The employee is performing good, capable work and providing the services that are expected and required for the position. The employee's competence, accuracy and reliability are such that the employee requires a minimal amount of supervision or guidance.
3 (Meets Expectations)	The employee's performance meets expectations. The employee is performing good, capable work and providing services that are expected or required for the position. The employee requires an average amount of supervision.
2 (Below Expectations)	Performance during the rating period is acceptable with a moderate level of exceptions. The overall performance of the employee indicates that with improvement in identified areas, an acceptable overall level of performance can be achieved in the next evaluation period. This employee's competence, accuracy and/or reliability are such that the employee requires an above-average amount of supervision and guidance.
1 (Unsatisfactory)	Key performance areas and work expectations are not being met and/or the employee is inconsistent in meeting these expectations. Indicated areas for performance improvement have not been attained. This employee's competence, accuracy and/or reliability is lacking to the extent that the employee requires an excessive or unacceptable level of supervision and guidance.

C. Overall Performance

An employee's previous performance evaluation should be reviewed, and it should be determined whether progress was achieved from goals set during the previous evaluation period.

If necessary, identify development needs and target areas that the employee can work on for job enrichment, such as classes or areas of interest/specialty. This list should not be long.

IV. INSTRUCTIONS FOR RATING

Please use the below guidance to evaluate each performance factor. Supervisors should select the rating that accurately describes the employee's performance in said category. Whenever the highest (5) or the lowest (1) is given, the supervisor **must** provide examples.

Work Ethic: On time and dependable. Has a desire to grow, request additional training, etc... Committed to the position and required tasks. Complete work and assigned tasks/projects on schedule. Show initiative and willingness to learn about other areas. Does not need to be spoon feed task by task. Anticipate the needs of the position. Does not avoid challenges.

- 5 – Works very independently and needs no direct oversight. Very good at problem-solving. Very receptive to new ideas. Looks for opportunities to utilize change effectively.
- 4 – Receives tasks and completes them with little oversight. Uses good judgement when analyzing next steps. Accepts changes as needed but is still somewhat skeptical.
- 3 – Relies on supervision for work direction and oversight. Typically, does not look for alternatives, but solves the problem the same way it is typically solved. Questions the “why” often. Takes longer to change appropriately.
- 2 – Requires very direct oversight to complete tasks. Not self-motivated. Often relies on others to solve problems. Typically, does not recognize issues when they arise. Reacts unfavorably to change requests and would like to continue it “the way it’s always been done.”
- 1 – Has difficulty working independently. Typically, does not notify anyone of issues until it is too late to fix the problem. Very vocal about opinion and desire to keep things the way they have always been.

Safety: Able to recognize safety issues. Understands what to look for. Takes initiative to correct and assist others. Not afraid to correct a situation. Aware of surroundings. Has learned and adheres to the rules and guidelines established within the department.

- 5 - Safety is a prime consideration. Safety suggestions are offered. Sets an exceptional example for others to follow.
- 4 - Thoroughly understands need for safety. Exhibits good safety habits. Occasionally makes safety suggestions.
- 3 - Is concerned with safety. Does not need reminders of safety.
- 2 - Sometimes forgets or neglects safety needs. Often needs reminders on safety procedures.
- 1 - Disregards own safety and careless of the safety of others.

Communication Skills: Communicate professionally with citizens and staff. Communicate clearly with co-workers. Provides information willingly and openly (Do not have to pry it out). Understands the terminology used within the department and/or related field.

- 5 - Exceptional ease at expressing ideas clearly while obtaining valuable information from others.
- 4 - Good at expressing ideas to others and receptive to exchanging ideas and suggestions with others.
- 3 - Able to express ideas and thoughts with others.
- 2 - Limited skill in expressing ideas resulting in frequent confusion and misunderstanding on the part of the listener.
- 1 - Experiences great difficulty in being understood by or understanding others.

Customer Service: Able to listen and interpret citizen/customer needs. Able to effectively interpret policy and procedure to citizen/customer. Follows up with citizen/customer requests to ensure that their needs have been met. Appearance is presentable when dealing with citizen/customer.

- 5 - Establishes and maintains positive and effective communication with customers and exceeds customer expectations.
- 4 - Consistently makes effort to listen to and understand the customer (both internal and external); anticipates customer needs and gives high priority to customer satisfaction.
- 3 - Suggests ways to improve processes to fulfill customer needs. Generally, provides services in a respectful manner and recognizes customer service as a powerful tool in achieving total quality.
- 2 - Limited understanding of the City's purpose, mission, services and priorities. Has difficulty understanding and resolving the customer's concern/issue.
- 1 - Does not represent the City in a positive manner and blames others.

Work Results: Productive. Produces quality of work. Puts forth effort to ensure their work is done correctly and free of errors. Work product matches expectations. Shows strong time-management and organizational skills.

- 5 - Work is extremely accurate, complete and far exceeds the level of acceptance for quality. Exceptional attention to detail. Consistently produces a volume of work above the level of acceptance for the position.
- 4 - Work is consistently accurate and above the level of acceptance for quality. Occasionally produces a volume of work above the level of acceptance for the position.
- 3 - Work is generally accurate and at the accepted level for the position. Works steadily. Work meets the level of acceptance. Makes few mistakes.
- 2 - Work frequently requires correction and must be monitored closely. Volume of work below level of acceptance for the position. Needs assistance to meet minimum level of acceptance.
- 1 - Work is sloppy and usually contains mistakes. Work falls significantly below the level of acceptance for the job. Poor producer who constantly needs supervision and help.

Job Knowledge and Skills: Understand the requirements of the position and is able to fulfill all related functions of the position. Takes the initiative to gain additional skills and knowledge as needed. Seeks way to improve. Asks questions when stumped.

- 5 - Has exceptional knowledge of job responsibilities, duties and details that is evident in job performance. Continually seeks training and/or courses to further growth.
- 4 - Has above average knowledge of job requirements, duties and details. Will request additional training.
- 3 - Has sufficient knowledge of job duties and details to conduct daily activities at acceptable level.
- 2 - Has limited job knowledge. Not thoroughly familiar with or able to perform basic job requirements.
- 1 - Lacks knowledge of or ability to perform essential and fundamental job requirements.

Teamwork: Assist in different areas. Willingness to help and be of assistance. Interested in learning from others. Teaches others and new personnel ways to increase productivity.

- 5 – Interacts and exchanges ideas. Works fairly and attempts to share an equal workload with others. Supports organizational goals and endeavors.
- 4 – Displays a willingness to help whenever needed.
- 3 – Helps others when aware assistance is needed.
- 2 – Must be told to assist. Will often complain about helping others.
- 1 – Even when told to assist does not provide much assistance.

Resource Management: Does not waste supplies and materials. Exhibits great time management. Keep work area organized. Keep equipment clean and serviceable and performs equipment inspections. Take care of City assets. Does not lose or misplace items. Willing to share with others.

- 5 - Demonstrates personal regard for efficient use of resources. Great care taken in equipment operation. Work area always kept clean and orderly. Displays great time management.
- 4 – Operates assigned equipment with a considerable amount of care. Is conscious of how assigned resources are used. Will suggest different ways to best make use of resources. Has good time management skills.
- 3 – Occasionally makes helpful suggestions to best utilize resources. Exhibits competence in operation and care of assigned equipment. Work area is usually kept clean and orderly.
- 2 – Sometimes thoughtless or careless with resources. Work area is typically not clean. Time management is below expectations.
- 1 – Is frequently not careful about the use of City resources. Maintenance is neglected. Work area is typically not clean.

Accountability: Does not provide excuses but solutions. Accept errors and criticism and learns from mistakes. Dependable. Willing to admit faults and will work to rectify the mistakes. Has a can-do attitude, as well as fire and desire. A leader and has leadership traits.

- 5 - Attendance and punctuality record outstanding. Supervisor always given adequate notice of requested time off. Uses proper judgement with both work tasks and interactions.

- 4 – Identifies and solves problems well. On time. No attendance issues. Will accept responsibility for errors.
- 3 – Attendance and punctuality record is acceptable. Supervisor is always given adequate notice of requested time off. Accepts criticism.
- 2 – Occasionally solves problems independently. Struggles with accepting criticism.
- 1 – Attendance is not acceptable. Absent and/or late more than acceptable standards. Supervisor is not always provided adequate notice. Seldom, if ever solves problems. Often uses poor judgement which leads to more issues. Does not accept responsibility.

Goal Setting and Accomplishments: Able to set attainable and achievable goals. Accepts constructive feedback and guidance in order to improve job performance.

- 5 – Sets attainable personal and professional goals. Requests feedback for improvement.
- 4 – Has growth goals within the organization and looks for ways to achieve those goals.
- 3 – Meets established goals.
- 2 – Struggles with accepting guidance on ways to improve. Has trouble meeting established goals.
- 1 – Does not meet established goals set by the supervisor.

Leadership: Ability to analyze information to make an informed decision. Uses critical thinking and reasoning skills to solve problems and help others. Good rapport with other employee and willing to help resolve conflict. Take part in the decision-making process and willing to present own ideas.

- 5 - Possesses an unusually high level of leadership skills. Always in control of the workforce supervised.
- 4 - Leadership skills are of high quality. Control over workforce is exercised in an above average fashion.
- 3 - Direction and leadership skills are at an acceptable level.
- 2 - Leadership skills are often lacking. Needs encouragement from supervisors to gain control over workforce.
- 1 - Cannot be counted on to demonstrate leadership skills. Workforce is in a constant state of confusion and turmoil.

Planning / Organization: Able to create and carry out goals. Able to manage multiple projects at one time. Uses logic to organize for the short and long term. Prioritizes tasks and structures schedule to boost productivity.

- 5 - Efficiently and effectively identifies priorities, manages time, effectively plans and establishes organized procedures for self and/or others to accomplish specific goals, proper assignment planning of personnel and appropriate allocation of resources. Completely understands the budget and the City's fiscal position.
- 4 - Recognizes potential and helps others develop their organizational talent; seeks information or suggestions, develops ideas, gains commitment, checks for understanding

and agreement and acknowledges people and concerns. Understands the budget and the City's fiscal position.

- 3 - Seeks ways to improve business processes and to combine efforts to address common issues, works with other team members cooperatively towards a common goal. Generally, understands the budget and the City's fiscal position.
- 2 - Occasionally lacking in ability to plan and needs help to perform functional responsibilities of the department. Rarely understands the budget and the City's fiscal position.
- 1 - Management skills are poor. Needs constant reminders. Never understands the budget and the City's fiscal position.

Cost Management: Conscious of budget. Creative use of resources. Utilizes all available funding/financing options. Tries to minimize cost. Suggests and/or implements cost-effective solutions.

- 5 - Consistently makes helpful suggestions for controlling costs or enhancing revenue.
- 4 – Aware of budget. Makes good use of resources. Will provide suggestions for different funding options.
- 3 - Occasionally makes helpful suggestions for controlling costs or enhancing revenue.
- 2 – Lack of care and/or concern for the budget. Does not provide realistic suggestions on funding.
- 1 – Is frequently reminded about the proper use of City resources.

Employee Development: Able to motivate employees. Actively encourages and promotes training. Able to identify employee skill sets and/or lack thereof. Challenges employees to think creatively when solving issues. Able to inspire employees to achieve department/City goals. Works with employees who struggle and helps them to improve.

- 5 - High level of understanding of City operations; collaborates and cooperates to get the job done; builds trust and respect among team members.
- 4 - Understands City operations, values the input and know-how of other team members and creates a work culture that rewards teamwork and cooperation.
- 3 - Seeks ways to improve business processes and to combine efforts to address common issues, works with other team members cooperatively towards a common goal.
- 2 - Occasionally participates and contributes.
- 1 - Has poor understanding of City operations and speaks disparagingly of others.

Public Relations: Presents oneself in a professional manner. Able to respond to and follow up on citizen inquiries. Able to provide clear and concise understanding of policy/procedure. Calm and confident when dealing with the public.

- 5 - Extremely sensitive and fair with the public. Aggressive in working out problems and shows genuine interest in requests
- 4 - Very good interaction with the public. Can be counted on to work with others in a courteous and pleasant manner.
- 3 - Deals with the public in a sensitive and fair manner. Does not aggravate an already difficult situation. Typically displays a good work attitude toward the public.

- 2 - Occasionally insensitive or unpleasant with the public. Sometimes has to be reminded to show consideration and respect for public concern and requests.
- 1 - Has difficulty in dealing with the public and is harsh and irritable. Has received complaints about conduct with the public and must be continually reminded to treat the public in an appropriate manner.

V. OVERALL SCORING

Please follow the overall scoring guidelines, when calculating an employee's total performance evaluation score.

Overall scoring for subordinate employees is as follows:

- If an employee receives an overall rating of 1 (Unsatisfactory), an employee's total score would be between 10 – 19
- If an employee receives an overall rating of 2 (Below Expectations), an employee's total score would be between 20 – 29
- If an employee receives an overall rating of 3 (Meets Expectations), an employee's total score would be between 30 – 39
- If an employee receives an overall rating of 4 (Above Expectations), an employee's total score would be between 40 – 49
- If an employee receives an overall rating of 5 (Outstanding), an employee's total score would be 50 or more.

Overall scoring for supervisors is as follows:

- If an employee receives an overall rating of 1 (Unsatisfactory), an employee's total score would be between 10 – 25
- If an employee receives an overall rating of 2 (Below Expectations), an employee's total score would be between 26 – 40
- If an employee receives an overall rating of 3 (Meets Expectations), an employee's total score would be between 41 – 55
- If an employee receives an overall rating of 4 (Above Expectations), an employee's total score would be between 56 – 70
- If an employee receives an overall rating of 5 (Outstanding), an employee's total score would be between 71+

VI FEEDBACK

Employees will be given an opportunity to review their evaluation and may make comments that will be attached to the formal evaluation and placed in the employee's personnel file. Employees may have up to 5 days to provide a response.

The supervisor and employee, together, should develop a work plan for the upcoming evaluation period. The plan may include those areas of improvement needed to overcome performance deficiencies, and/or objectives for the next evaluation period and development goals.