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Performance Evaluation System

Rater’s Program Manual

Purpose:

The Department of Management Services (DMS) developed this program manual to assist State Personnel System (SPS) agencies in implementing Rule 60L-35, Performance Evaluation System, Florida Administrative Code (F.A.C.), and applying agency performance evaluation policies, procedures, and training programs. The goal of the SPS performance evaluation system is to provide raters and employees with a tool to strengthen communication, inform employees of their strengths and weaknesses, and identify current and future training needs. Employees who meet or exceed expectations ensure that quality services are provided to Florida’s citizens.

Authority:

Sections 110.224 and 110.605, Florida Statutes (F.S.), require DMS to develop systems for evaluating the performance of employees in the Career Service and Selected Exempt Service (SES) respectively. The only exception is section 110.605(1)(b), F.S., which authorizes each agency to develop a system for evaluating SES employees not covered by a collective bargaining unit.

Rule 60L-35, F.A.C., sets forth uniform rules for the SPS Performance Evaluation System of employees in the Career Service and SES employees covered by a collective bargaining unit. Additionally, pursuant to section 110.201, F.S., DMS is required to develop guidelines, uniform forms and instructions.
PART ONE

State Personnel System Policies

It is the policy of the SPS that the Performance Evaluation System be used to improve communication, cooperation, and teamwork between raters and employees. It is also SPS policy that:

- each rater shall conduct a performance planning session with employees to identify performance expectations by which the employee shall be evaluated;
- each rater shall discuss the overall rating scale and individual performance expectations rating scale with employees during the performance planning session;
- each performance expectation must be associated with an essential duty or responsibility of the job that justifies measurement;
- each employee's performance expectations shall be defined in writing;
- each employee shall receive coaching and meaningful feedback throughout the evaluation period regarding job performance deficiencies or achievements;
- each employee whose performance needs to be improved shall be informed in writing (prior to the end of the evaluation period) of corrective actions that will facilitate progress toward meeting performance expectations for the evaluation period;
- each non-probationary employee’s performance shall be reviewed with the employee and documented within 60 calendar days following the end of the annual evaluation period (i.e. July 1 through June 30);
- each rater shall have sufficient knowledge of the duties, responsibilities, and performance of the employee being rated; and
- each rater shall be held accountable for completing performance reviews within the specified time frame.

Performance Evaluation System Process

Effective July 1, 2013, the Performance & Talent Management module of the human resource information system (People First) was expanded to support a consistent and automated performance evaluation process for SPS employees in established positions. Effective January 7, 2017, a new Performance & Talent Management module was implemented. The primary components of the evaluation remain the same, but the performance evaluation process was streamlined and consists of one seamless flow that starts with setting employees’ expectations and concludes with the employees’ acknowledgement of their evaluation. At the beginning of each evaluation year, the job-specific expectations from an employee’s previous year’s evaluation automatically populate into the new evaluation plan for the rater’s review and updating.
PART TWO

Performance Expectations

Employees are required to meet performance expectations. Performance expectations are prepared by the rater in conjunction with employee feedback and are part of the employee’s performance plan. This is because expectations are best understood by those who are thoroughly familiar with the job. Also, involvement of the employee may result in more realistic, thorough expectations to which the employee is more likely to commit.

Any duty or responsibility that the agency deems essential must be performed successfully to fulfill the requirements of the position. Therefore, a performance expectation is a statement that describes how this essential duty or responsibility is satisfactorily performed. In addition, a performance expectation can be a statement that describes satisfactory demonstration of an attribute or value that the agency deems necessary to accomplish its core mission(s).

The rater must communicate performance expectations to the employee at the beginning of the designated evaluation period. This is done through a performance planning session which identifies the performance expectations by which the employee will be evaluated at the end of the designated evaluation period. The performance planning session should be conducted verbally and must be documented in the People First Performance & Talent Management module.

Measurable performance expectations that align with the mission of an employee’s agency allow employees to self-assess their level of work productivity at any given point in time. Making the connection between employee performance and overall agency goals will help employees understand how their contributions factor into the accomplishments of the organization and will help them to feel a sense of purpose and value as they serve the people of Florida. Crafting performance expectations, with input from the employee, that are detailed and measurable also fosters a higher level of accountability. Employees will better understand the objectives set forth by their supervisors and will also be able to more easily track their progress in completing daily tasks and long-term projects.

SMART methodology has been adopted for use by SPS agencies in order to accomplish the creation of performance expectations which focus on setting standards that are specific, measurable, achievable, relevant, and time-bound (see definitions below). Performance expectations based on the SMART methodology allow raters to accurately assess the level of performance the employee has achieved for each individual goal and facilitate the ability of second-level managers to support consistency in rating practices within the agency as well as throughout all agencies using the SPS performance management process.

**Specific** – The expectation clearly defines the outcomes to be delivered, with any necessary interpretation agreed upon by the employee and manager in advance.

**Measurable** – The achievement of the expectation can be objectively assessed according to a predetermined and applicable measurement.

**Achievable** – The employee has the resources, time, and access to people, data, etc., to allow him or her to carry out the goal successfully.
Relevant – The expectation addresses work and results that are clearly aligned with the goals of the team, the department or division, and the organization as a whole and that are directly related to the duties and responsibilities of the position.

Time-bound – The expectation clearly specifies a delivery date, schedule, or deadline.

See Appendix A for information regarding the development of SMART performance expectations.

In order to successfully use SMART expectations to improve employee and unit performance, supervisors must be able to connect employee performance to the work unit’s or the agency’s goals. A potential pitfall in achieving this objective can occur when there are limited discussions between employees and supervisors or one-sided communications by the supervisor about the employee’s performance expectations. To overcome this pitfall and enhance employee performance, supervisors should have collaborative discussions with their employees concerning expectations and performance measures at the onset of and throughout the evaluation cycle. (Those who supervise several employees in the same job classification and with the same expectations may choose to have group meetings to discuss the expectations and measures.) Discussing performance predominantly in July, at rating time, may lead employees to view the performance system as just another once-a-year performance rating process and may contribute to a disconnect between performance and work unit or agency goals.

In order to ensure that “soft skills” such as courtesy, tact, teamwork, patience, concern and politeness when performing assigned duties, initiative, and the production of high-quality work with little to no supervision are also being considered and evaluated, supervisors may incorporate these skills into other established expectations or performance measures. When softer skills are added to an expectation or measure, an employee must not only meet the measurable deliverable but also demonstrate a mastery of the identified soft skill. If supervisors incorporate one or more of these, they should be sure to evaluate how the element relates to performance and not personality. Also, supervisors will need to observe actual behavior to measure these elements effectively.
PART THREE
The Performance Evaluation Process

There are two considerations when conducting a performance review: (1) how to do it technically and (2) how to do it professionally. The following information concentrates on the technical aspects of conducting a performance review. Information that will be helpful in professionally conducting performance reviews may be found in the documents listed at the end of this manual.

Required Procedures

Performance Planning - the beginning of the evaluation process

When an employee is originally appointed, promoted, demoted, reassigned to a position with significantly different duties or responsibilities, or when they are beginning a new review period, the rater should meet with the employee and provide the employee with an updated copy of their position description.

Note: Supervisors may also choose to discuss training needs with their employees at this time.

The employee's performance expectations must be based on the duties and responsibilities in their position description and must be recorded in the People First Performance & Talent module.

The beginning date of the review period should be the effective date for the employee’s personnel action, e.g. the hire date, the date of demotion, the date of reassignment. This date will be systematically recorded by the People First system into the Performance & Talent Management module. The ending date will be determined by the employee’s status. If the employee is in probationary status, the ending date will be the last day of the probationary period before their permanent status is anticipated to begin. If the employee is in permanent status or SES, the employee will systematically be placed into the current annual evaluation plan (with a June 30 ending date).

Note: If an SES original appointment or the completion of a Career Service probationary period is effective between May 2 and June 30 in a given year, the People First system will initiate a new annual evaluation period beginning on July 1.

Extensions of Probationary Periods

Career Service employees with probationary status in a position may have their probationary status extended at the end of the established probationary period, in accordance with agency policy. If the decision is made to extend the probationary period, the employee’s Probation Extension Date must be changed in the People First system on the employee’s appointment status screen and on the probationary evaluation to reflect the extended probationary period. The rater should then document the reason for the extension. Such documentation must be completed outside the People First system, however, the rater should note in the comments section of the employee’s probationary evaluation that the probationary period was extended and include the date the probationary period is scheduled to conclude. Any agency forms completed to document the extension may be attached to the Performance Evaluation Form in
the People First system. Prior to the end of the extended probationary period, the rater must assess performance and complete the evaluation in the People First system. **Failure to evaluate a probationary employee on or before the end of the probationary period or documented extension will result in the employee successfully completing the probationary period by default, with an overall “Satisfactory” rating.**

The Ending of the Evaluation Period

Completion dates for review periods are different for employees with probationary status and employees with permanent status. The evaluation for employees with probationary status in a class must be completed on or before the end of the probationary period. Employees with permanent status in the class must be reviewed at least annually and the evaluation must be completed within 60 calendar days following the June 30 annual evaluation period ending date (i.e., by August 29).

A second-level review of evaluations is conducted within the People First Performance & Talent Management module by the rater’s supervisor after the rater has assessed the employee’s performance and prior to the employee receiving the evaluation. In accordance with the rule, this reviewer does not have the ability to change a rating, but may make comments on the employee’s overall rating and performance. The second-level reviewer may send the evaluation back to the rater due to typographical errors, grammar issues, misinformation, to add supporting information, or to clarify comments concerning performance. It is the second-level manager’s responsibility to ensure that evaluations are conducted consistently in accordance with agency policy and state rules and guidelines. Additionally, the second-level manager is to make certain his or her direct reports are performing all duties associated with performance management so that all time frames are met, accurate performance feedback is given, and administrative closures are avoided.

Following the second-level review, the rater should send the evaluation via the People First system to the employee for final review and acknowledgment of receipt. In addition, the rater should schedule an appointment with the employee in order to discuss work performance and the performance evaluation. Weaknesses that are not serious enough to warrant a corrective action, but need to be improved, should also be discussed. See Appendix B for information regarding the components of a productive performance evaluation review session.

The evaluation is considered to be complete when it has been discussed with the employee and the employee has acknowledged receipt of it in the People First Performance & Talent Management module. The employee’s electronic acknowledgement of the rating in People First does not imply that the employee agrees or disagrees with the rater’s assessment of his/her performance. The employee may include comments in the Employee Comments section of the evaluation and may also submit separate written comments or documents to the rater for attachment to the evaluation. It is important to note that any attachments for an evaluation must be added by the rater to the rating in People First prior to the employee’s acknowledgement of the evaluation in the system. In the event an employee refuses to acknowledge receipt of the form, the rater must acknowledge the rating on behalf of the employee in People First and include a notation that the employee refused to acknowledge receipt.
PART FOUR

Addressing Performance Concerns

Some employees will have weaknesses in their performance that do not warrant a formal corrective action plan and may be dealt with through coaching and providing meaningful feedback. These weaknesses can normally be corrected by discussion between the rater and the employee. Some employees will, however, have performance that is weak enough to warrant formal documentation. When this occurs, the rater shall inform the employee in writing of performance expectation deficiencies that could result in a “Below Expectation” or “Unacceptable” rating, the necessary corrective action, and the time frame to improve the performance.

Coaching and Feedback

The Performance Evaluation System rule encourages two-way communication between the rater and employee. Throughout the evaluation period, raters should be observing employee performance and when employee performance begins to decline, the rater should discuss the performance concerns with the employee as soon as possible. The rater should provide feedback on employee performance throughout the year. This will provide the opportunity to identify performance problems early, as well as reinforce good performance. As a result, the employee should already have an understanding of their performance level when the annual evaluation is discussed with them.

It is the responsibility of the rater to be aware of situations in which their staff may need assistance improving performance and it is in everyone’s best interest to remedy the situation as soon as possible. Many employees require guidance, which can come in the form of coaching if done in a timely manner. Below are some suggestions to consider on how to effectively coach employees for improvement:

- Observe the employee’s performance to form a valid opinion. Do not act on hearsay.
- Choose an appropriate time and private place to coach an employee.
- Identify the specific performance problem with the employee.
- Establish an environment for open communication.
- Listen to what the employee has to say about the situation.
- Communicate clearly with the employee without displaying emotion, anger or sarcasm.
- Stick to a discussion of the employee’s performance, not personality.
- Be specific about what needs to improve.
- Suggest ways to improve and encourage the employee to suggest ways to improve.
- Make sure the employee understands what he/she needs to do to improve.
- Check back with the employee to provide feedback about progress and the needed improvements.

See Appendix C to obtain additional tips for providing counseling to improve employee performance.
Documenting Poor Performance

If the employee’s performance does not improve after receiving coaching, it is necessary to document the poor performance. The documentation outlining a corrective action plan for the employee should specify areas in which the employee is not performing and the necessary actions to be taken to improve performance. In addition, the plan needs to provide the specific duration of time established by the agency for the employee to correct the less than satisfactory performance. See Appendix D for additional information on managing unsatisfactory performance.

When documenting poor performance, it is important to: identify the specific deficiencies, the steps required for improvement, and ensure the employee has been given sufficient resources and time necessary to improve performance.

At the end of the corrective action plan period, the employee’s performance must be documented. This documentation may be scanned and attached to the employee’s current evaluation plan in the People First system. If the employee is successfully performing, he or she will continue on in the evaluation year until the end of the established evaluation period when the rater will assess performance. However, if the employee’s performance does not improve by the end of the allotted time, the rater should consult with the agency human resource office and may either continue to impose corrective action or initiate the removal of the employee from the position.
APPENDIX A - DEVELOPING SMART PERFORMANCE EXPECTATIONS

In order for an agency to achieve its mission, it must establish and clearly communicate individual performance expectations aligned with agency goals. It is essential that employees have a clear and detailed understanding of:

- What is required of them
- What it takes to be successful
- What success looks like

Establishing clear expectations helps employees understand why their jobs exist, where their roles fit within their agencies, and how their jobs link to agency and department objectives. Use this information to assist you when developing performance expectations.

**What is a Performance Expectation?**

- A description of expected performance of an essential duty or responsibility listed on the position description, or
- A description of expected demonstration of an attribute or value deemed necessary by the agency for the accomplishment of its core mission.

**The Importance of Establishing Performance Expectations**

- Identifies expectations for each position based on established essential duties
- Describes what is needed to satisfactorily perform the duties
- Explains where the employee is meeting or failing to meet established expectations
- Increases unbiased evaluation of performance
- Can lead to improved performance. If an employee knows what is minimally required to be successful, it can motivate him or her to do better!

**Steps in Establishing Performance Expectations**

- Review the position description. An effective position description accurately reflects the essential duties and responsibilities of the position.
- Update the position description, if necessary.
- Identify the minimum level of performance necessary to satisfactorily perform the required duties or to satisfactorily demonstrate the required attributes or values.
- Ensure the expectation is measurable, such as: number of cases, timely responses, percentage of errors, etc.
- Communicate the expectations to employees.
Writing Performance Expectations

- Use an action verb: reduce, expand, increase, create, complete, develop, etc.
- Identify the desired result for each expectation.
- Identify any constraints that may prevent achieving the expectation: cost, time, materials, etc.
- State how the employee will know the expectation was met.
- Ensure accomplishing the expectation is within the employee’s control.

Assessing Performance

After managers and supervisors have established performance expectations, they must define how they will determine how well the employee performed each expectation. The most commonly used measurements of performance are:

- Quality: how well or thoroughly work is performed
- Quantity: how much work is completed within a specified period of time
- Timeliness: how quickly work is produced; answers questions such as “When,” “by what date,” etc.
- Cost-effectiveness: can be used when performance can be assessed in terms of the amount of money saved, earned, collected; may include such aspects as maintaining or reducing unit costs, reducing the time it takes to produce or provide a product or service, or reducing waste

Types of Measurement

Typically there are two types of measurement when it comes to assessing performance:

- Quantitative (metrics-based): how much
- Descriptive: what determines the job was done well

How much is usually easy to determine because it is based on metrics, in the form of numbers, percentages, costs, etc. Descriptive is more difficult; therefore, what is successful and what is not should be clearly spelled out. Managers and supervisors may want to establish and communicate critical success factors (CSFs) which can be used to determine what “meets expectations.” Note: It is necessary to consider the agency’s mission and goals when establishing CSFs to ensure unit CSFs assist the agency in meeting its established goals.

Examples:

Quantitative (metrics-based):

- Respond to customer concerns within 24 hours of contact.
- Reduce the number of applications waiting to be processed in excess of 180 days by 50%.
- Ensure that monthly, quarterly, semi-annual and annual Project Management schedules are met annually.
For example:

Rating of 3 – Schedule is met 85% to 95% of the time
Rating of 4 – Schedule is met 96% to 99% of the time
Rating of 5 – Schedule is met 100% of the time

Descriptive:
- Initiative: Regularly seeks solutions to problems both within and beyond area of direct responsibility; looks for and takes advantage of training and networking opportunities to increase job skills and knowledge
- Adaptability/Flexibility: Consistently adapts to changes in the work environment; manages competing demands; accepts feedback; adjusts approach or method to best fit the situation to ensure completion of assignments

**Establishing SMART Performance Expectations**

Create expectations using the SMART methodology to increase the likelihood that the expectation is clear, measurable and can be accomplished. SMART expectations are:

**Specific:** clearly identify what actions and results should be accomplished

**Measurable:** based on quantifiable measures

**Achievable:** can be challenging but there should be a reasonable probability that a qualified and competent employee can meet the expectation

**Relevant:** directly related to the requirements of the position and the goals and objectives of the unit, division or agency

**Time-bound:** have a clearly established deadline

**Examples of Expectations using the SMART methodology:**

**Staff Assistant:**
Collects and analyzes information and data related to expenditures by staff for preparation of reimbursement for travel; reviews for accuracy and obtains authorizing signatures for all travel reimbursements.

Rating of 3 – process all staff travel within 2 days of receipt of authorizing signatures with 95% accuracy
Rating of 4 – process all staff travel within 2 days of receipt of authorizing signatures with 98% accuracy
Rating of 5 – process all staff travel within 1 day of receipt of authorizing signatures with 100% accuracy
Operations & Management Consultant:
Ensures that all assigned action items are completed by the agreed upon deadline and in a high quality manner.

Rating of 3 – completed within established deadline
Rating of 4 – completed within 75% of the established deadline
Rating of 5 – completed within 50% of the established deadline

Comparison Exercise:
Original Performance Expectation - Government Operations Consultant:
Respond to inquiries and requests for assistance within 24 hours. If unable to satisfy request within 24 hours, email employee by end of workday to provide status of request. Notify supervisor by the end of the workday or sooner when issues cannot be resolved.

Rating of 3 – responds to 75% of requests within 24 hours
Rating of 4 – responds to 90% of requests within 24 hours
Rating of 5 – responds to 100% of requests within 24 hours

Questions to ask when reviewing the performance expectation:
- What is the performance expectation trying to accomplish? (Providing an answer or completing the request within 24 hours? Touching base with (responding to) the customer within 24 hours? What amount of time is acceptable for the task to be completed?)
- Is this a SMART performance expectation? (specific, measurable, achievable, relevant, time-bound)

Revised SMART Performance Expectation - Government Operations Consultant:
Provides accurate responses to requests for assistance within 24 hours. If unable to satisfy request within 24 hours, email employee by end of workday to provide status of request. Notify supervisor by the end of the workday or sooner when issues cannot be resolved.

Rating of 3 – acknowledges 100% of requests within 24 hours in accordance with outlined requirements and completes at least 75% of requests within 24 hours and all requests within 48 hours
Rating of 4 – acknowledges 100% of requests within 24 hours in accordance with outlined requirements, completes 76-90% of requests within 24 hours and all requests within 48 hours
Rating of 5 – acknowledges 100% of requests within 24 hours in accordance with outlined requirements, completes more than 90% of requests within 24 hours and all requests within 48 hours

Comparison of the original performance expectation with the SMART performance expectation:
While the original performance expectation may have appeared to be specific, it didn’t indicate that the response given must be correct. Also, in the rating scale provided, it implied that as
long as contact was made (i.e., responded to within 24 hours) the follow-up action to complete the expectation was not being evaluated.

The newly developed performance expectation and rating includes additional measures to help differentiate between how many requests for assistance have been completed. The employee’s ability to complete requests more quickly (while providing an accurate response) indicates the employee’s level of expertise. Additionally, it should be noted that in the newly developed performance expectation, in order for a “request” to be considered “completed,” the response must be accurate.
APPENDIX B - COMPONENTS OF A PRODUCTIVE PERFORMANCE EVALUATION REVIEW SESSION

How well a rater is able to plan for and review the performance of the employees who report to him or her will have an important and direct effect on how well the employees perform their jobs and how satisfied they are working for the rater, and the agency.

The review session can be the most important part of the evaluation process.

There are several reasons why the review session is so important.

- The employee will remember the session and what was said because it is a prime indicator of the rater’s attitude, perceptions, and assumptions about the employee. The employee’s reaction to the information shared by the rater will leave a lasting impression as to how the rater will view the employee in the next evaluation period.

- The employee will use the information from the review session to make assumptions as to how the rater values or devalues work. If little positive feedback is given, the employee may presume that quality work is not valued. If poor work is overlooked, the employee likewise may presume quality work is not valued. If, on the other hand, there is little or no feedback, the employee is left wondering as to whether their work was good, bad, valued or not valued, necessary or unnecessary.

- Because the rater represents the entire organization to the employee, employees often presume that the rater’s attitude and behavior is representative of “all managers”.

Raters must be able to communicate effectively if the system is to work. Employees too, must communicate. Active listening, coupled with a positive attitude will go a long way in making the performance evaluation review session a success.

RESPONSIBILITIES OF THE RATER

It is the rater’s responsibility to make sure that all of the employees who report to him or her know exactly what is expected of them, the basis on which their job performance will be reviewed and that they will receive regular and constructive feedback and coaching from the rater as necessary throughout the review period. It is also the rater’s responsibility to prepare a formal, written performance evaluation of each employee’s performance at least annually and to meet with each employee in order to discuss the performance evaluation with them. If this evaluation is completed correctly, the contents discussed in the evaluation review session should consist largely of information previously discussed with the employee. There should be no surprises for the employee when the annual evaluation is reviewed and discussed.
APPENDIX C - TIPS FOR PROVIDING COUNSELING TO IMPROVE PERFORMANCE

Once a performance deficiency or issue has been identified and the cause as been determined, it then becomes time for the supervisor to develop an effective performance plan to bring the employee’s performance back to a satisfactory or meets expectation level. The following are tips to assist raters in this process:

Ideas to consider when performance issues arise.

- Make sure the deficiencies actually exist and they are not merely perceived deficiencies.
- Be on the lookout for performance expectations that are unclear, subjective, or not communicated to everyone. Ensure expectations can be observed and that there are job-related measurements. The assessment of performance must not be based on personal traits or the rater’s individual feelings.
- Avoid misunderstandings over what is expected of the employee in order to improve performance. Does “Below Expectation” or “Needs Improvement” automatically lead to termination? Does it place time limits for needed improvements? Does it solidify the guidance to improve performance by providing a written step by step approach for necessary improvements?

Timing is important – evaluations that refer to “Outstanding” work performance or documentation that recognizes the “Exceptional” or “Commendable” performance followed closely by a severe drop in performance should be reviewed immediately.

Some raters tend to use evaluations as a management tool, and not as a source of information to assist employees. Raters tend to bring their own values to the process. Here are some of the reasons (not necessarily valid ones) that raters may have for inflating the evaluation:

- To boost the spirits of an employee who has been distracted by a personal problem
- To avoid confrontations with difficult employees
- To get difficult employees promoted out of the section
- To hide personnel problems from higher level managers
- To ensure that all employees remain eligible to receive legislative pay adjustments

It is important that employees understand that a value of “3” (e.g., Meets Expectation) means the employee is consistently meeting (and sometimes exceeding) the expectation in question. Additionally, an overall rating in the “Satisfactory” range is the norm and does not equate to being just a “C” rather than a “B” or “A” student.

Here are some of the reasons (once again not necessarily valid ones) raters may have for reducing the evaluation:

- To subdue a troublesome employee
- To induce fear as a motivation to improve performance
- To encourage a problem employee to resign
- To create a record to justify an impending discharge
Beware of poor and ineffective performance related communications. An evaluation must be built around clear objectives. The employee must understand the process, the frequency of the evaluation, and the method used to measure performance. The rater must have a clear idea of what the organization considers acceptable and unacceptable performance, what should be considered a measure, and how to measure performance and set goals for improvement.

Ask the employee to help pinpoint what tasks are important to the job. When the employee takes an active role, the rater is less likely to be accused of being subjective or biased.

Separate job performance from employee personality. Evaluate only “on the job” work.

Be honest. If the rater attempts to “sugarcoat” an evaluation of employee performance when it really is unacceptable and then attempts to take action to remove the employee from the position a few months later for poor performance, the previous evaluation will not provide important documentation to support the poor performance.

Keep all supporting paperwork regarding employee performance in order. Look upon record keeping as part of a rater’s job. If the agency is ever challenged, it will have to produce solid and accurate records to defend its position. This means keeping documentation on all staff members, not just singling out certain employees. As an example, the rater may want to develop work status or activity reports for each employee. If counseling sessions or status meetings are conducted with an employee, it is advisable to summarize the session in an email or memo to the employee.
APPENDIX D - MANAGING UNSATISFACTORY PERFORMANCE

The Performance Evaluation System is a method for reviewing, planning, and evaluating employee job expectations and performance. The system enables employees to receive feedback concerning performance of assigned duties and responsibilities. It informs them of their strengths and areas of needed improvement in job performance, helps to identify current and future training needs, and provides documentation for awarding discretionary merit increases and lump sum bonuses in accordance with Section 110.1245(2), Florida Statutes.

At any time, if an employee is not meeting expectations, the rater must inform the employee in writing of deficiencies and identify corrective action to be taken, prior to the end of the evaluation period, in order to facilitate the employee’s progress toward meeting performance expectations.

Define the Problem – What specifically is the employee doing wrong?

**Do:**
- Have first-hand knowledge
- Observe performance for yourself
- Know the specific areas of weakness
- Know how extensive the problem is

**Don’t:**
- Talk in generalities
- Pick isolated incidents
- Rely on hearsay
- Allow yourself to become emotional

Determine the Cause – Once you have defined the problem, ask yourself the following questions:

1. Does the employee know their performance is unsatisfactory?
2. Does the employee know what is supposed to be done and when?
3. Are there obstacles preventing the employee from performing?
4. Does the employee know how to do the task?
5. Could the employee perform the task if he or she wanted to?

If the answer is “Yes” to each question, then the rater is responsible for redirecting the employee’s behavior through coaching and taking appropriate action if the behavior does not improve.

If the answer is “No” to any of the questions, then the rater should provide the employee with feedback to identify the problems; develop a written work plan to identify what needs to change; remove any obstacles preventing the employee from performing; and provide any necessary training. Once this has taken place, the rater should see improvement in performance. If no improvement occurs, then the rater should take appropriate action.