**ePAR Performance Factor Compendium – for Supervisory Employees**

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| **Job Achievement Factors** | |  |  |
| **Performance Factor** | **Factor Score Metrics** | **Interim Score** | **Final Score** |
| **Goal Achievement**  Overall extent to which employee accomplishes established ratee goals. | 1: Failed to accomplish most major goals; original objectives were not entirely achieved.  2: Achieved or exceeded major goals.   3: Significantly exceeded original goals and objectives. |  |  |
| **Quality of Work**  Overall extent to which employee thoroughly and accurately meets the quality criteria. | 1: Failed to achieve most or all essential quality criteria.  2: Achieved or occasionally exceeded all essential quality criteria.   3: Significantly exceeded essential quality criteria. |  |  |
| **Quantity of Work**  Overall extent to which employee produces an acceptable amount of work as defined in the quantity criteria. | 1: Failed to produce an acceptable amount of work as identified in the essential quantity criteria.  2: Produced acceptable or greater amount of work and met or occasionally exceeded essential quantity criteria.   3: Significantly exceeded essential quantity criteria. |  |  |
| **Timeliness**  Overall extent to which employee meets work schedules and specified deadlines. | 1: Rarely met work schedules or deadlines. Often was late in completing assignments within specified time frames.  2: Met and occasionally completed assignments ahead of specified deadlines.   3: Consistently completed assignments, projects and job responsibilities ahead of scheduled deadlines. |  |  |
| **Job Related Factors** | |  |  |
| **Performance Factor** | **Factor Score Metrics** | **Interim Score** | **Final Score** |
| **Communication**  Effective expression of ideas, concepts or directions in individual or group situations, using supportive gestures, voice level and organization of materials. If communication is written, thoughts are expressed with appropriate grammar, organization and structure. | 1: Informal communication was ineffective due to disorganization of thoughts, and/or inappropriate use of voice volume/tone. Presentations failed to inform or persuade due to lack of structure or poor organization. Didn’t listen during verbal exchanges. Written communication was poorly structured, contained poor grammar, or was difficult to read due to inadequate organization. Communication flaws included: poor listening, no organization of thoughts, or inappropriate gestures.  2: Successfully communicated ideas, thoughts or directions. Asked appropriate questions and involved the listener. Sought clarification and affirmed understanding in verbal exchanges. Used appropriate supportive gestures, voice level and organization of materials. Presentations were organized and had appropriate detail. Written communication was concise and appropriate for target audience. Key points were understood by intended audience. Affirmed understanding with appropriate questions.  3: Excelled in the communication of ideas, thoughts or directions. Thought well, fast and appropriately on his or her own feet in formal situations. Presentations created word pictures, leaving no room for confusion. Apt questions uncovered lingering confusion. Presented complex or technical information in a manner easily understood by target audience. Written communication was letter perfect and clearly appropriate for target audience. |  |  |
| **Customer Service**  Identifies and meets customer (internal and external) needs. | 1: Diagnosed customer needs inaccurately; lacked consistency in meeting customer needs; was not attentive and inquisitive when dealing with customers; did not consistently meet time, quality and cost requirements.  2: Accurately assessed customer needs; provided necessary or requested service within acceptable timeframes requiring few corrections or revisions; sought customer feedback and expression of satisfaction with work product. Occasionally sought alternative solutions.  3: Frequently anticipated internal and external customer needs; advanced quality alternative solutions; work quality was characterized by exceptional insights and technical expertise. |  |  |
| **Job Knowledge/Skills**  Extent to which employee knows the details of the job. Understands job and applies necessary technical knowledge and skills. | 1: Rarely demonstrated any application of skills or knowledge which clearly had an adverse effect on job performance. Rarely able to answer queries. Usually did not know when to ask others for information.  2: Effectively demonstrated job knowledge and ability to answer queries. Knowledge and skills contributed to the work of the unit.  3: Demonstrated expert skills and knowledge above expectations. Stayed abreast of recent developments and changes in job's technical area or discipline. Knowledge was sought by others and thought to have significant impact on the results of the work of the unit. |  |  |
| **Managing Resources**  Identifies all physical plant, material, vendor and staff resources required to complete operational projects; uses allocated resources effectively and efficiently. Regarding staff, sets performance expectations; appraises employee performance; provides feedback; develops employees; promotes cooperation and teamwork; identifies employees’ needs and works with them to improve; encourages adherence to core values. | 1: Failed to identify the resources required to accomplish assigned projects; did not utilize a working resource control methodology. Regarding staff, did not clarify performance expectations for employees; did not recognize employee contributions or deficiencies; provided minimal feedback; failed to appraise employee performance in writing using the performance appraisal system; inhibited teamwork; planned without consulting affected parties; failed to utilize abilities of others; stifled efforts of others.  2: Identified the resources required to accomplished assigned projects; utilized a resource control methodology which minimized the waste of resources. Regarding staff, set performance expectations; identified performance deficiencies; encouraged team effort; modified and updated staff plans as circumstances changed; assigned work to enhance employee development; recognized employee achievements; recognized capabilities and matched people with assignments. Encouraged others to achieve; provided constant feedback; encouraged employee participation; anticipated staff needs and developed contingency plans; prepared others for additional responsibilities; instilled confidence in others; encouraged teamwork.  3: Identified with precision the resources required to accomplish assigned projects; utilized a resource control methodology which fully optimized the use of allocated resources. Regarding staff, clearly correlated mission and goals of the work unit with expected and actual individual performance results; created a work environment which promoted synergy of effort and talent; empowered employees to identify and develop skills which supported the operational needs, mission and core values of the agency. |  |  |
| **Planning, Organizing & Evaluating**  Determines objectives and strategies; coordinates with other parts of the organization to accomplish goals; monitors and evaluates the progress and outcomes of operational plans; anticipates potential threat or opportunities to achievement of objectives and strategies | 1: Failed to identify components of a plan, or to logically structure action steps and priorities. Plans were incomplete or overly complex. Resources were not properly utilized. Outcome monitoring and evaluation were not addressed.  2: Demonstrated full understanding of planning, organizing and evaluating. Planning approach showed appreciation for the influence of complex issues which impact the employee’s area of responsibility. Plans had appropriate level of detail and proper priorities were established. Problems and opportunities were anticipated. Resource allocation was appropriate and/or efficient and on target. Plans included evaluation.  3: Planning approach showed grasp of complex issues which impact the employee’s area of responsibility. Plans contained detailed coordination processes and contingency planning. Organization of resources was at an optimum to achieve objectives. Plans very effectively provided for an outcome evaluation process and improvement. |  |  |
| **Problem Solving and Analytical Skills**  Utilizes information and resources to assess the credibility and soundness of causes, key factors and possible solutions; displays sound reasoning to arrive at conclusions; finds alternative solutions to complex problems; distinguishes between relevant and irrelevant information to make logical judgments. | 1: Demonstrated a poor approach to problem resolution and was slow in analyzing issues and resolving problems. Had difficulty in making choices and establishing alternatives. Failed to identify and/or distinguish risks and benefits, needed considerable assistance in identifying alternatives and evaluating risks and benefits.  2: Exhibited a logical approach to analyzing issues and solving problems. Considered risks and benefits in weighing alternatives.  3: Consistently exercised a logical, thorough approach to analyzing issues and solving problems which resulted in meaningful solutions to complex problems. Consistently considered alternatives to risk/benefit relationships. |  |  |
| **Safety**  Contributes to a safe and secure working environment for self and others in the performance of the job functions and the delivery of services. | 1: Failed to follow safety rules for self or to make safety a priority in dealing with others. Did not use available safety equipment or resources to maintain a safe work area. Behaved as if safety was not a critical element of the work environment. Was aware of conditions that affected operational and employee safety, but did not recommend safety improvements.  2: Took specific steps to demonstrate safe work practices. Anticipated potential safety issues and took action to alleviate them before a problem occurred. Observed appropriate safety standards and minimized exposure to unsafe conditions for self and others. Regularly demonstrated compliance with safety requirements and recommended measures to enhance safety whenever possible. Set an example in demonstrating safety requirement.  3: Was a role model in demonstrating safety requirements. Implemented new and technically sound processes, procedures and equipment to enhance safety on a continuous basis. Created a safety culture dedicated to technical and operational excellence. Encouraged others to create, promote and maintain a safe work environment. |  |  |
| **Self Management**  Sets well-defined and realistic courses of action to accomplish tasks or objectives; monitors own progress in order to achieve goals. | 1: Failed to establish plans to accomplish work; did not prioritize work or complete important work first; did not follow work plans. Was easily distracted or allowed less important work to interfere.  2: Established and adhered to goals; planned and scheduled in order to complete tasks or objectives. Prioritized work including multiple important tasks; modified and updated plans. Occasionally had contingency plans; allocated proper amount of time and personal resources to activities.  3: Established goals, plans and schedules to complete tasks taking into consideration controllable and uncontrollable variables; had detailed contingency plans and coordinated multiple processes; prioritized multiple important tasks. Organization of time and personal resources was at optimum level. |  |  |
| **Teamwork 1**  Works collaboratively in a group as a team member to accomplish stated goals. | 1: Did not share information or cooperate with others on team. Engaged in negative interaction or promoted destructive conflict among team members. Failed to responsibly assume fair share of workload.  2: Supported the team in meeting or exceeding essential objectives. Responsibly accomplished work assignments in support of team objectives. Effectively cooperated with and contributed to help meet established team results. Worked to encourage good performance from others. Shared information in order to help team members accomplish goals. Encouraged other team members to be successful.  3: Supported the team in significantly exceeding the essential objectives. Contributed exceptionally well and maximized the effectiveness of the group. Gave regular feedback to team regarding process and accomplishments. Ensured that group goals had priority over individual recognition. Alternated appropriately between leader and member to achieve the best team results. |  |  |
| **Decisiveness**  Readiness to make decisions, render judgments, and take actions based upon logical analysis of alternatives, evaluations of risks and benefits, and priority setting. | 1: Poor approach to decision making, and/or slowness in making decisions. Had difficulty in generating and weighing alternatives. Unable to correctly identify and balance risks and benefits. Frequently poor decision making led to missed goals, objectives, or poor resource allocation. Did not generate enough alternatives, and was often unable to balance risk and benefits.  2: Made sound decisions, based on available facts, with appropriate timing. Could demonstrate that alternatives were considered and could show the risk/benefits of each alternative. Decision process led to consistently appropriate actions with positive business impact. Demonstrated skill at generating alternative courses of actions and was apt at laying out the risks/benefits of each alternative, and at establishing which alternatives were best in rank order. Actions stemming from decisions resulted in real, measurable positive business improvement or objective realization.  3: Consistently demonstrated the ability to effectively deal with difficult and/or sensitive issues, providing comprehensive analysis and well thought out alternatives. Consistently focused on the best alternatives having the optimum risk/benefit balance. Decisions consistently led to major advances for the unit with respect to productivity, customer service, or quality of work. |  |  |
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Job Related Factors