

Instructions & Overview of Steps

The following information is intended to provide an overview of the performance planning, coaching and feedback check-ins, and evaluation process for the unique 2022-2023 classified staff performance management cycle, which will run from **April 1, 2022 through July 31, 2023**. Future performance cycles will run from August 1 to July 31 each year thereafter.

Performance evaluations shall be used to coach Employees in their individual skill development and career advancement opportunities

Step 1: Performance Planning

The basic premise in performance management is that an employee must know what is expected of them to be a highly effective performer. This is done by the supervisor and the employee collaborating to develop individual performance goals and objectives. To be most effective, individual performance plans directly stem from the position's duties, team and Department's goals and objectives. Ideal goals and objectives are considered to be [SMART](#): Specific, Measurable, Attainable, Relevant, and Time-bound. **Plans should be completed by June 1, 2022.**

The process for the performance planning phase requires a meeting between the supervisor and the employee early in the performance cycle in which the following occur:

- The overall vision, values and goals of the Department are discussed.
- The individual and team goals, objectives and projects for the upcoming year are discussed.
- The Core Competency areas the employee will be evaluated on are reviewed.

PERFORMANCE PLANNING, COACHING & FINAL EVALUATION FORM
Transition Performance Cycle: April 1, 2022 – July 31, 2023

Employee Name		Class Title	
Employee ID#		Section/Unit	
Rater's Name		Reviewer's Name	

Step 1: Performance Planning

Employee has been provided a copy of this performance plan		Yes, and I agree with the plan		Yes, and I do not agree with the plan	
Rater's Signature		Date	Employee's Signature		Date
PD has been reviewed and is accurate	Yes				
	No*		Employee's Initials	Rater's Initials	
*If No, revisions must be made and submitted to the HR unit					

Step 3: Coaching Review (minimum one is required)

Interim Review #1: August 2022			Date Given		
Interim Review #2: January 2023			Date Given		
#1 Rater's Signature		Date	#1 Employee's Signature		Date
#2 Rater's Signature		Date	#2 Employee's Signature		Date
Other Check Ins		Date Given	Employee's Initials		Rater's Initials

****OPTIONAL: Departmental Discretion**

DEPARTMENTAL VALUES (*Optional)				
Your Department's values are the set of guiding principles and fundamental beliefs that employees follow as defined by the purpose of the department serving the citizens of Colorado.				
Inclusivity	<ul style="list-style-type: none"> Contributing to and maintaining a consciously unbiased environment where everyone feels welcomed, respected, and valued as individuals while building a Colorado for All. 			
Service	Teamwork	Integrity	Responsiveness	Transparency
<ul style="list-style-type: none"> Being helpful, useful, timely, and efficient in our actions, results, and communication. Collaborating with and empowering each other to achieve success. Being honest and fair in our work and relationship. Engaging and following through in a way that promotes respect, energy, creativity, and adaptability. Operating with accountability, clarity, and ethics in a way that builds and sustains trust. 				

****Mandatory**

CORE COMPETENCIES	
The Core Competency areas are defined by the State and have associated expectations and specific desired work behaviors. Additional goals or objectives that are competency specific can be added to an employee's performance plan.	
Performance Management	(FOR SUPERVISOR'S ONLY) Effectiveness in managing the performance of subordinate employees, including developing plans, conducting reviews and performance evaluations, coaching, providing feedback and resolving disputes.
Communication	Effectively communicates by actively listening and sharing relevant information with co-workers, supervisor(s) and customers/clients.
Customer Service	Works effectively with internal and external customers/clients to satisfy service and product expectations and ensure the effectiveness of the department.
Accountability	Employee's work behaviors demonstrate responsible personal and professional conduct, which contribute to the overall goals and mission of the department.
Job Knowledge	The employee is skilled in job-specific knowledge that is necessary to provide the appropriate quantity and quality of work in a timely and efficient manner.
Interpersonal Skills	Interacts effectively with others to establish and maintain smooth working relations.

STATEWIDE RATING CATEGORIES

Description of the categories can be found on the State of Colorado, Department of Personnel & Administration, Division of Human Resources public website:

<https://dhr.colorado.gov/state-hr-professionals/performance-management>

[Standard Definitions - Performance Rating Levels](#)

INDIVIDUAL GOALS AND/OR COMPETENCY-RELATED OBJECTIVES:	RATING
(1) <u>Goal/Objective:</u>	
<u>How do you plan to achieve this goal/objective?</u>	
<i>Check In:</i>	
<u>FINAL EVALUATION NOTES:</u>	
(2) <u>Goal/Objective:</u>	
<u>How do you plan to achieve this goal/objective?</u>	

<i>Check In:</i>	
<u>FINAL EVALUATION NOTES:</u>	

TEAM/UNIT GOALS AND/OR COMPETENCY-RELATED OBJECTIVES:	RATING
(3) <u>Goal/Objective:</u>	
<u>How do you plan to achieve this goal/objective?</u>	
<i>Check In:</i>	
<u>FINAL EVALUATION NOTES:</u>	
(4) <u>Goal/Objective:</u>	

<u>How do you plan to achieve this goal/objective?</u>	
<i>Check In:</i>	
<u>FINAL EVALUATION NOTES:</u>	

DEPARTMENT GOALS AND/OR COMPETENCY-RELATED OBJECTIVES:	RATING
(5) <u>Goal/Objective:</u>	
<u>How do you plan to achieve this goal/objective?</u>	
<i>Check In:</i>	
<u>FINAL EVALUATION NOTES:</u>	

(6) <u>Goal/Objective:</u>	
<u>How do you plan to achieve this goal/objective?</u>	
<i>Check In:</i>	
<u>FINAL EVALUATION NOTES:</u>	

STRETCH or KEY GOALS AND/OR COMPETENCY-RELATED OBJECTIVES:	RATING
(7) <u>Goal/Objective:</u>	
<u>How do you plan to achieve this goal/objective?</u>	
<i>Check In:</i>	

<u>FINAL EVALUATION NOTES:</u>	
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CORE COMPETENCIES	RATING
COMMUNICATION	
INTERPERSONAL SKILLS	
CUSTOMER SERVICE	
ACCOUNTABILITY	
JOB KNOWLEDGE	
PERFORMANCE MANAGEMENT (SUPERVISORS ONLY)	
<u>FINAL EVALUATION NOTES:</u>	

Step 2: Coaching Review

NOTES: Coaching Session #1

<i>Check In:</i>

NOTES: Coaching Session #2

<i>Check In:</i>

NOTES: Other Check Ins

Check In:

Final Evaluation/Rating Summary

Completing the final evaluation involves assigning a rating for the goals and each competency. The ratings are then averaged to arrive at the final rating.

Goal & Competencies	Final Rating
Individual Goals	
Team Goals	
Departmental Goals	
Stretch or Key Goal/Objective (if applicable)	
Communication	
Interpersonal Skills	
Customer Service	

Accountability	
Job Knowledge	
Performance Management (Supervisors Only)	
Average of Ratings with one place decimal	
FINAL RATING - mathematical rounding	

Mathematical Rounding:

The following scale must be used to derive an overall performance rating based on the average of the goal and competency ratings:

1.0 to 1.4 = Level 1

1.5 to 2.4 = Level 2

2.5 to 3.4 = Level 3

3.5 to 4.4 = Level 4

4.5 to 5.0 = Level 5

[Average and Weighted Calculation for Performance Ratings Worksheet](#)

Employee's Final Overall Evaluation/Rating: _____

End of Performance Cycle Narrative:
 Rater's narrative should address performance cycle highlights, including examples that support the final rating, progress toward goals, and any other relevant details regarding the performance and professional development. It should include areas of improvement as well. (Option to continue at the end of the form)

Comments from Rater:

End of Performance Cycle Narrative: Employee's narrative and comments

Comments from Employee:

Employee's Signature

Employee's Name

Date

End of Performance Cycle Narrative: Continued if needed

Rater's narrative should address performance cycle highlights, including examples that support the final rating, progress toward goals, and any other relevant details regarding the performance and professional development. It should include areas of improvement as well. Can continue at the end of the form

Comments from Rater:

Rater's Signature

Rater's Name

Date

End of Performance Cycle Narrative: Continued if needed

Rater's narrative should address performance cycle highlights, including examples that support the final rating, progress toward goals, and any other relevant details regarding the performance and professional development. It should include areas of improvement as well. Can continue at the end of the form

Comments from Rater:

Rater's Signature

Rater's Name

Date

PERFORMANCE PLANNING, CHECK IN & FINAL EVALUATION FORM
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Step 3: Final Written Evaluation

OVERALL PERFORMANCE RATING FOR PY 2022 -2023	5	4	3	2	1
I have received and agree with the performance evaluation					
I have received and disagree with the performance evaluation					
Employee's Signature					Date

Rater's Signature	Date
Reviewer's Signature	Date

DISPUTE RESOLUTION NOTICE:

An employee may dispute their final overall evaluation by following the Department's Performance Management Dispute Resolution process. The process must be initiated within 5 calendar days from receiving the final evaluation. Additional information regarding the Performance Management Dispute Resolution Process is available [here](#).

If an employee intends to dispute the overall evaluation, they must initiate the process separate from this evaluation form [here](#).

EVALUATION RATINGS WITH LEVEL 1 OR 2:

If any individual rating, or an overall evaluation rating of a *1 - Unacceptable*, or *2 - Needs Improvement* on a final evaluation assessment, a performance improvement plan (PIP) or Corrective Action (CA) should be discussed with the employee. A written copy of the PIP or corrective action should be given with the final evaluation.

Performance management is the formalization of tracking improvement for a common goal:

- **Performance Improvement Plan (PIP):** is a tool to give an employee with performance deficiencies the opportunity to succeed. It may be used to address failures to meet specific job goals or to improve behavior-related concerns. Outcomes may vary, including improvement in overall performance; the recognition of a skills or training gap.
- **Corrective Action (CA):** is a method of documenting a problematic situation, identifying its root cause and clearly laying out a way of correcting the issue.

Performance Management Standardization

Descriptions of 5-Point Rating Scale



COLORADO
**Department of Personnel
& Administration**

Level 5: Exceptional Employees at this level consistently make extraordinary contributions through superior performance on key goals, serve as a role model of organizational values, and contribute significantly to the mission of the Department. Peers, immediate supervisors, higher-level management, and others recognize and depend upon the employee's level of performance. An extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative is exhibited at this level. The employee demonstrates exceptional job mastery in all major areas of responsibility and their contributions to the organization are of marked excellence.

Level 4: Highly Effective Employees at this level demonstrate highly effective performance by making significant contributions and impact on the goals of the Department. The employee consistently models organizational values to others and performance at this level exceeds the expectations of their position. Colleagues rely on these employees for advice on process or subject matter expertise. All goals, objectives, and targets are consistently achieved above the established standards.

Level 3: Effective Employees at this level reliably and consistently meet all the expectations, standards, requirements, and objectives of the employee's position. They demonstrate organizational values, along with a willingness and ability to grow for the benefit of the Department. At this level, performance meets expectations in terms of quality of work, efficiency, and timeliness with the most critical goals being met.

Level 2: Needs Improvement At this level, employee performance and/or behavior do not consistently meet minimum expectations of what is expected of the employee's position. While the employee shows capability and willingness to progress, they may require development in a key skill area(s) to be fully effective in the role. Employee's failure to exhibit marked improvement may result in performance management.

Level 1: Unacceptable At this level, employee performance and/or behavior do not meet minimum job expectations of the position. The employee does not meet key goals and/or does not demonstrate competence in critical job skills. Immediate and sustained performance improvement is needed. Employee's failure to exhibit immediate marked improvement will result in corrective and/or disciplinary action.