

Performance

MAP

Management and Pay

Colorado Department of Human Services

Performance Cycle April 1, 2009 – March 31, 2010



Colorado Department of Human Services
people who help people

SUMMARY OF CHANGES

The following is a summary of the most significant changes to the CDHS plan during the last three to four years.

The CDHS plan was revised for the 2007-2008 performance cycle in response to a change in the rating levels from four levels to three levels by the Department of Personnel and Administration. Below is a brief summary of the changes that were made to the plan, effective April 1, 2007:

1. There are now three rating levels, instead of four. The level one definition remains the same, and includes employees who are not currently meeting expectations. Level two includes those employees who consistently meet expectations and occasionally exceed them. Level three encompasses those employees who consistently exceed expectations and are exceptional performers.
2. The rating scale will be as follows:

1.0 to 1.7 = Level 1
1.8 to 2.5 = Level 2
2.6 to 3.0 = Level 3
3. The equity competency has been removed and will be incorporated into the other competencies. This is due to a commitment from the Executive Management Team to raise awareness of equity within the department by incorporating the equity sub-factors into all of the competencies.
4. Offices will no longer be required to hold a review for all level 3 performers. Previously, all offices were required to review all "Outstanding" ratings at the Office, division or other work unit level for approval.

Effective July 1, 2007, the following changes were made to the CDHS performance plan.

1. The terms "performance pay system" and "performance pay program" will be replaced with "performance management" and "performance management program", respectively.
2. The term "annual performance award" will be replaced by "achievement pay". Achievement pay includes the market salary increase and the performance award, combined into one sum.
3. Employees rated as "Outstanding" (Level 3) are eligible to receive non-base building achievement pay, in addition to the base building adjustment. Employees rated as outstanding will be eligible to receive any portion of the base building achievement pay that exceeded the pay range maximum as a one-time lump sum payment in the July payroll.
4. CDHS will no longer pro-rate the achievement pay adjustment for those employees hired in March, April, May or June of the current fiscal year. Employees hired on or before June 30th will be eligible to receive the full achievement pay adjustment.
5. "Full payment of a performance award" has been removed as a disputable matter that can be reviewed internally and externally in the dispute resolution process.

COLORADO DEPARTMENT OF HUMAN SERVICES PERFORMANCE MANAGEMENT AND PAY PLAN

I. INTRODUCTION

The Colorado Department of Human Services (CDHS) performance management efforts include a variety of tools and products, such as guiding principles, philosophies, training modules, a web site, resource guides, manuals, tool kits, communication avenues, an electronic tracking system and so on. For the most part, the information contained in those important resources will not be repeated here. The primary purpose of this plan is to simply set forth the mechanics and common framework for performance management for this department.

Managers, supervisors, and employees are encouraged to refer to and apply the guidance provided in the above-mentioned resources when determining how to carry out this plan. Information is available on the department's web site located at <http://www.cdhs.state.co.us/ea/PMAP.htm>. Assistance is also available from Office management or the CDHS Office of Employment and Regulatory Affairs, Human Resources.

This plan will be continuously improved upon, as the concepts of performance management continue to be practiced and more experience gained. The Executive Management Team, employees, supervisors and managers will remain involved in the implementation and enhancement of the plan.

II. CDHS OFFICE PLANS

CDHS encourages Offices and subordinate organizational units to be very creative and flexible in the design of Office performance management plans, within the structure outlined in the department's plan. This CDHS Plan summarizes the core elements and values that must be contained in each Office plan.

Offices must submit their plans to the Office of Employment and Regulatory Affairs, Human Resources for review and approval (by the Executive Director) prior to their implementation or when substantial changes have been made to an existing plan. Human Resources will suggest changes to plans that do not comply with the CDHS plan, CDHS guidelines, rule, law, or other parameters.

III. PLANNING AND EVALUATION CYCLE

The planning and evaluation cycle for all CDHS employees, and as defined in all Office plans, will be **April 1** through **March 31** of each year.

IV. PERFORMANCE MANAGEMENT

Performance Planning

- Plans for employees must be in place within one month of the beginning of the new planning cycle (on or before April 30), or within 30 days of hire or transfer.
- Completed plans remain with the agency for the duration of the plan year. Neither plans nor copies of plans are forwarded to the district human resources office.
- The performance planning process involves at least one meeting between the supervisor and the employee by April 30, and should include discussion of employee and supervisor expectations, individual performance objectives, and the core competencies (described later in this document).
- Individual performance plans should support CDHS goals and objectives.

- The supervisor is required to prepare the performance plan within the established timeframes. If the supervisor fails to prepare a performance plan, the reviewer is responsible for completing the plan within 5 working days. If the reviewer fails to prepare a performance plan, the reviewer's supervisor is responsible for completing the plan within 5 working days. This process continues up the chain of command until the plan is completed.
- If an employee is on extended leave (e.g., FMLA or military leave) the employee's supervisor is required to make every effort to meet the April 30 deadline for new performance plans, unless there is an extraordinary circumstance which may require a delay beyond that date (e.g., the employee's absence was an unanticipated emergency).
 - The employee's supervisor must send written documentation to the CDHS PMAP coordinator, Laura Koeneman (laura.koeneman@state.co.us) prior to the April 30th deadline, requesting authorization for a delay in reviewing the new performance cycle plan with the employee who is on leave.
 - If this request is denied the supervisor will be required to meet the deadline or face sanctions as listed below.
 - In a circumstance where a delay is authorized, the supervisor is required to review the new performance plan with the employee during the first week of the employee's return to work. Employees placed in this extraordinary circumstance category will have full rights to the dispute resolution process even though the time period has extended beyond the end of the fiscal year.
- Absent extraordinary circumstances, failure by any supervisor to provide a timely performance plan will result in a corrective action and the supervisor's ineligibility to receive an achievement pay adjustment if the supervisor fails to comply with the corrective action. This does not require that the supervisor's overall performance rating be a Level 1. The Human Resources Director or PMAP Coordinator will notify the appropriate Deputy Executive Director of any supervisor's failure to comply based on information contained in the CDHS Performance Management Tracking System, which is the official repository for performance plans and evaluations. A performance plan is not considered complete until it has been entered into the Performance Management Tracking System (described later in this plan).
- Team work can be measured as a component of an individuals performance plan.

Minimum Core Competencies

Performance plans for all CDHS employees will include, at a minimum, the following core competencies:

- **Communication** - Effectively communicates by actively listening and sharing relevant information with co-workers, supervisor(s) and customers/clients so as to anticipate problems and ensure the effectiveness of the department.
- **Interpersonal Skills** - Interacts effectively with others to establish and maintain smooth working relations.
- **Customer Service** - Works effectively with internal/external customers and clients to satisfy service and product expectations.
- **Accountability** - Employee's work behaviors demonstrate responsible personal and professional conduct, which contribute to the overall goals and missions 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.

These core values represent the minimum competencies required for a performance plan. CDHS and Offices may choose to include additional competencies that are defined in their plans. Offices may further define these competencies as necessary for a particular job and may weight the competencies as deemed appropriate. However, the above competencies cannot be disregarded in the final rating for each employee. Below is an example of how to weight each competency to arrive at an overall score:

COMPETENCY TITLE	WEIGHT		RATING 1-3		POINTS
COMMUNICATION	15%	X	2.3	=	0.35
INTERPERSONAL SKILLS	25%	X	2.2	=	0.55
CUSTOMER SERVICE	20%	X	1.9	=	0.38
ACCOUNTABILITY	20%	X	2.8	=	0.56
JOB KNOWLEDGE	20%	X	3	=	0.60
TOTAL WEIGHT (MUST BE 100)	100%		TOTAL SCORE		2.44

In addition to the core competencies that are required for every employee, all supervisors' plans must contain the following competencies:

- **Performance Management** – Effectiveness in managing the performance of subordinate employees, including developing plans and conducting progress reviews and performance evaluations, coaching, providing feedback and resolving disputes.
- **Empowerment** - Encourage an environment that provides the means and opportunity through open, continuous and effective communication for a person to utilize his or her individual strengths, ideas and talents. Make resources available for self-actualization by supporting development of leadership, ownership, responsibility and pride in each employee's professional growth and development.

COMPETENCY TITLE	WEIGHT		RATING 1-3		POINTS
COMMUNICATION	20%	X	2	=	0.40
INTERPERSONAL SKILLS	10%	X	2.5	=	0.25
CUSTOMER SERVICE	23%	X	2	=	0.46
ACCOUNTABILITY	17%	X	2.2	=	0.37
JOB KNOWLEDGE	20%	X	2.1	=	0.42
PERFORMANCE MANAGEMENT (Supervisor)	5%	X	2	=	0.10
EMPOWERMENT (Supervisor)	5%	X	2	=	0.10
TOTAL WEIGHT (MUST BE 100)	100%		TOTAL SCORE		2.104

Progress Review

Progress reviews, also known as “Interim Evaluations” and “Mid-Year Reviews” provide a formal opportunity for a supervisor and employee to discuss the overall performance to date and are key to managing performance on an on-going basis. Each Office is required to have at least one (1)

progress review during the planning and evaluation cycle, which must be recorded in the Performance Management Tracking System. Offices or individual supervisors may decide to have more than one progress review. Further, supervisors are expected to provide coaching and feedback to employees on a regular basis throughout the performance cycle year.

If an employee moves to another supervisor during the performance cycle (internal to CDHS), an Interim Evaluation shall be completed, with a rating, and delivered to the new supervisor and entered into the PMAP Tracking System within 30 days of the transfer.

Final Performance Evaluation

- All employees shall be evaluated, in writing, at least annually based on the past year's performance.
- Evaluations of employee performance based on the employee's performance during the previous performance cycle year must be conducted within one month after the end of a planning cycle (on or before April 30), or within 30 days of the transfer or termination of an employee.
- Evaluations must be completed for any employee with a plan in place at the end of the planning cycle, or for any employee who should have had a plan in place based upon these guidelines. In other words, employees hired on or before February 28th, require a performance plan and evaluation.
- The performance evaluation process involves at least one meeting between the supervisor and the employee.
- The final evaluation will be reviewed and signed by a higher-level reviewer (may be Division Director, Deputy Executive Director or other party) prior to the evaluation being given to the employee.
- The supervisor is required to conduct the performance evaluation within these established timeframes. If the supervisor fails to conduct a performance evaluation, the reviewer is responsible for completing the evaluation within 5 working days. If the reviewer fails to prepare a performance evaluation, the reviewer's supervisor is responsible for completing the evaluation within 5 working days. This process continues up the chain of command until the evaluation is completed. If a rating is not given, the overall evaluation shall be satisfactory (Level 2) until a final rating is completed according to rule 6-5 (A).
- If an employee is on extended leave (e.g., FMLA or military leave) the employee's supervisor is required to make every effort to meet the April 30 deadline for final evaluations, unless there is an extraordinary circumstance which may require a delay beyond April 30 (e.g., the employee's absence was an unanticipated emergency).
 - The employee's supervisor must send written documentation to the CDHS PMAP coordinator, Laura Koeneman (laura.koeneman@state.co.us) prior to the April 30 deadline, requesting authorization for a delay in evaluating the employee who is on leave.
 - If this request is denied the supervisor will be required to meet the deadline or face sanctions as listed below.
 - In a circumstance where a delay in evaluating an employee is authorized, the supervisor is required to go through the formal evaluation process with the employee during the first week of the employee's return to work. Employees placed in this

extraordinary circumstance category will have full rights to the dispute resolution process even if the time period has extended beyond the end of the year.

- Absent extraordinary circumstances, failure by any supervisor to provide a timely performance evaluation will result in a corrective action and the supervisor's ineligibility to receive an achievement pay adjustment if the supervisor fails to comply with the corrective action. This does not require that the supervisor's overall performance rating be a Level 1. All supervisors who fail to complete evaluations within 30 days of the corrective action shall be disciplinarily suspended in increments of one workday following the pre-disciplinary meeting (according to rule 6-5). The Human Resources Director or PMAP Coordinator will notify the appropriate Deputy Executive Director of any supervisor's failure to comply based on information contained in the CDHS Tracking System, which is the official repository for performance plans and evaluations. A performance evaluation is not considered complete until it has been entered into the Performance Management Tracking System.
- Supervisors are required to conduct evaluations for all employees. Supervisors must conduct a formal evaluation when an employee transfers or terminates employment and must enter this information into the PMAP Tracking System for sharing with the new supervisor.
 - A Final Evaluation is required when an employee leaves CDHS, including transfers to another state department.
 - An Interim Evaluation is required when an employee changes jobs within CDHS.
 - An Evaluation is not required when an employee retires from the state personnel system.
- If there is more than one supervisor for an employee, all supervisors must collaborate throughout the performance planning and evaluation process.
- If a rating is not given, the employee's overall evaluation shall be satisfactory (Level 2) until a final rating is completed.

V. Ratings

CDHS final performance evaluation ratings will be based on a qualitative system. Final ratings must fall into one of three categories:

Level 1 (Needs Improvement) – This rating level encompasses those employees whose performance does not consistently and independently meet expectations set forth in the performance plan as well as those employees whose performance is clearly unsatisfactory and consistently fails to meet requirements and expectations.

Marginal performance requires substantial monitoring and close supervision to ensure progression toward a level of performance that meets expectations. Although these employees are not currently meeting expectations, they may be progressing satisfactorily toward a level 2 rating and need coaching/direction in order to satisfy the core expectations of the position.

Level 2 (Successful) – This rating level encompasses a range of expected performance. It includes employees who are successfully developing in the job, employees who exhibit competency in work behaviors, skills, and assignments, and accomplished performers who consistently exhibit the desired competencies effectively and independently. These employees are meeting all the expectations, standards, requirements, and objectives on their performance

plan and, on occasion, exceed them. This is the employee who reliably performs the job assigned and may even have a documented impact beyond the regular assignments and performance objectives that directly supports and furthers the mission of the organization.

Level 3 (Outstanding) – This rating level represents consistently exceptional and documented performance or consistently superior achievement beyond the regular assignment. Employees make exceptional contribution(s) that have a significant and positive impact on the performance of the unit or the organization and may materially advance the mission of the organization. The employee provides a model for excellence and helps others to do their jobs better. Peers, immediate supervision, higher-level management and others can readily recognize such a level of performance.

At evaluation time, the rater should rate the employee in each core competency by assigning a level (described above) that is reflective of the employee's performance for the year in that particular core competency. Raters shall then average the ratings of all core competencies and utilize the scale below to derive an overall performance rating:

1.0 to 1.7 = Level 1
1.8 to 2.5 = Level 2
2.6 to 3.0 = Level 3

Additionally, all core competencies must be rated at least a Level 2 for the employee to attain an overall rating of Level 3. In other words, an employee who is rated a Level 1 in any one core competency may not be rated an overall Level 3.

- Multi-source assessment processes should be considered for evaluating employees, where feasible (e.g., supervisory observation, surveys, customer feedback, employee input, etc.).
- An employee whose final evaluation results in an overall rating of Level 2 or Level 3 is eligible for an Achievement Pay adjustment as described below in Section IX. Individual Achievement Pay adjustments.
- An employee whose final evaluation results in an overall rating of Level 1, describing unsatisfactory performance or performance needing improvement, is subject to either a performance improvement plan or corrective action, and a reasonable amount of time must be given to improve, unless the employee is already under corrective or disciplinary action for the same performance matter as described in State Personnel Board Rules (rule 6-6).

VI. Distribution of Ratings

As part of the implementation of performance management, and in order to monitor quality and consistency of ratings, supervisors and/or managers must:

- discuss the distribution of ratings within offices/divisions/work units;
- evaluate the data, examine what is happening in these units to determine if the distribution is appropriate; and if not,
- make whatever adjustments are necessary to ensure fair, equitable, and consistent evaluations of subordinates. Adjustments may include:
 - modification of the definition and application of competencies;
 - modification of rating standards; and/or
 - impose whatever other adjustments are necessary.

Quotas or forced distribution processes for determining the number of ratings in any of the three performance levels are prohibited by statute and therefore shall not be established.

VII. Dispute Resolution Process

The CDHS Dispute Resolution Process is designed to be an open, problem-solving, quality assurance process; preserve working relationships; be fair, consistent and objective; include review by an impartial party(s) outside the supervisory chain, when possible; assure that both the employee and the supervisor have a responsibility in the process, and allow all parties an opportunity to have their issues heard. It is not a grievance or appeal. The process incorporates the following core elements.

- The following are reviewable under the CDHS Performance Management and Pay dispute resolution process:
 1. an employee's individual performance plan, including lack of a plan during the performance cycle;
 2. an employee's final overall performance evaluation, including lack of a final overall evaluation; and
 3. application of the CDHS performance plan, policies, or processes to an individual employee's plan and/or final overall evaluation.

- The following are not reviewable:
 1. content of the State, CDHS, or Office Performance Management Plan;
 2. matters related to funds allotted to each agency and work unit;
 3. performance evaluations and pay adjustments of other employees; and
 4. interim rating / progress reviews.

- Allegations of discrimination or retaliation for disclosure of information (whistle blowing) must be filed with the State Personnel Board, pursuant to Personnel Board Rule 8-22-B or 8-30-B.

- Performance evaluations that result in a corrective action are grievable and are addressed through the CDHS grievance process.

- Employees are strongly encouraged to initiate discussions within their organizations by first approaching the supervisor whose actions are being disputed. Every effort shall be made by the parties to resolve their dispute at the lowest possible level and in a timely manner.

- No party has the absolute right to legal representation, but may have an advisor present. The parties are expected to represent and speak for themselves.

- Retaliation against any party involved in the Dispute Resolution process is prohibited.

- The dispute resolution process should be concluded within 30 calendar days of initiation (e.g., within 30 calendar days of the date the performance plan or final evaluation is completed). In no case shall a performance evaluation dispute conclude later than June 26 of any calendar year.

- If an employee with a pending dispute separates from the state personnel system, the dispute will be dismissed.

- Only issues presented originally in writing will be considered throughout the review process.

- Dispute Resolution reviewer recommendations are advisory to the appointing authority, who will make the final decision.

STEPS IN THE CDHS (INTERNAL) DISPUTE RESOLUTION PROCESS

1. **If an employee disagrees with his/her plan or evaluation**, as presented by the rater, the employee discusses such plan or evaluation with the plan/evaluation reviewer, within 3 working days of the receipt of the plan or evaluation. If the dispute involves application of the CDHS/Office plan, the employee meets with the reviewer within 3 working days of the date their knowledge of the disputable action occurred. The reviewer issues a written decision within 3 working days of the date of the meeting with the employee.
2. **If the employee is not satisfied with the results at Step 1**, the employee forwards a written statement of the dispute, along with any supporting documentation, to the Appointing Authority (named on the plan/evaluation) within 3 working days of the date the employee met with the reviewer.
 - If the Appointing Authority is the supervisor or the reviewer (signatory) of the plan or evaluation, then the dispute shall be forwarded to the Appointing Authority's supervisor.
3. **The Appointing Authority forwards the dispute to an advisory panel.**
 - The purpose of the panel is to provide the Appointing Authority with an objective review of the dispute and recommendation.
 - The panel may be formed to review one dispute or may be a standing panel formed to review all disputes in one Office or work unit. The Deputy Executive Director decides the panel process and the make-up of the panel.
 - It is expected that the Appointing Authority will use the panel process. However, if for extenuating circumstances a panel is not used, the Appointing Authority must demonstrate in his or her decision how objectivity was built into the dispute resolution process.
 - The panel issues a written recommendation to the Appointing Authority.
 - The panel may recommend whether the plan or evaluation should stand, whether errors occurred, suggest other appropriate processes, such as mediation, and whether the CDHS Performance Management plan was followed. The panel may not substitute its judgment for that of the rater or reviewer.
 - The panel's written recommendation must be issued within 7 working days of the date the Appointing Authority received the dispute.
4. **The Appointing Authority issues a written decision, which is final and binding, within 5 working days of the date of the panel's recommendation.**
 - If the appointing authority does not concur with the panel and issues a decision that is contrary to the panel's recommendation, the Appointing Authority must send a written explanation and justification of their decision to the Executive Director.
 - After the CDHS Dispute Resolution process has been exhausted, the employee may request (within 5 working days of the final decision) that the State Personnel Director review his/her dispute on those matters relating to application of the Department's plan. Disputes involving plans or evaluations conclude with the Appointing Authority's decision and no further recourse is available.
 - A description of the Dispute Resolution Process shall be given to employees at the time of his/her plan or evaluation. This information is contained on the PMAP signature page. Employees must be given written notice that they may, after completion of the internal process, submit a written request to the State Personnel Director for issues that concern the application of the CDHS Plan, if relevant. This notice must contain the deadlines for filing (5 working days from the date of the Appointing Authority's decision), list of what must be included in the request (copy of original issue and decision), and the address for filing (Attn: Appeals Processing, 1313 Sherman Street, Rm 122, Denver, Colorado 80203), and a reference to Procedures 8-98 through 8-99 for more information regarding the Director's process.

CDHS PERFORMANCE MANAGEMENT AND PAY

DISPUTE RESOLUTION PROCESS

Internal Review: Employee receives plan/evaluation from his/her supervisor (rater). Employees are encouraged to initiate discussion with their supervisor. Every effort should be made by the parties to resolve their dispute at the lowest possible level and in a timely manner.



Step 1: Employee disagrees with plan/evaluation. Employee discusses with **reviewer** within 3 working days of receipt of plan/evaluation from rater. Reviewer issues decision within 3 working days.



Step 2: If the employee is not satisfied with results at Step 1, employee forwards written documentation of dispute to Appointing Authority within 3 working days (cc: Human Resources).

Appointing Authority forwards dispute to advisory panel. Panel issues written recommendation(s) to Appointing Authority, within 7 working days of date dispute received by Appointing Authority.

Appointing Authority issues written decision, which is final and binding within 5 working days of the receipt of the panel's recommendation(s).



External Review (State Personnel Director): Within 5 working days of decision by the Appointing Authority, employee may request that the State Personnel Director review his/her dispute on those matters relating to the application of the Department's plan.

Is the Appointing Authority the rater or the reviewer (signatory) of the plan or evaluation in dispute? If YES, dispute is forwarded to next level supervisor

May be ad hoc panel formed to review one dispute or standing panel formed to review all disputes in one Office/Div.

If a panel is not used, AA must demonstrate in his/her decision how objectivity was built into the dispute resolution process. The Deputy Executive Director decides how to set up this process.

If AA does not concur with panel recommendation, AA must justify his/her decision to the Executive Director.

Definitions

Rater – Supervisor who does initial plan/evaluation for the employee

Reviewer – Raters supervisor or higher-level manager

Appointing Authority – Reviewers Appointing Authority

External Dispute Process (limited to application of the Department's plan): Within 5 working days of the decision by the Appointing Authority, the employee may request that the State Personnel Director review his/her dispute on those matters relating to the application of the Department's plan. The employee's request must include a copy of the original issues submitted in writing and the CDHS final decision. The State Personnel Director may select a qualified neutral third party to review the matter and shall issue a final, binding decision within 30 days of receipt of the dispute. The decision-maker may not substitute his/her judgment for that of the rater, reviewer or the CDHS dispute decision-maker. The external decision-maker may have the authority to instruct CDHS to follow the CDHS program, correct an error, or reconsider an individual's performance plan or final evaluation. The external decision maker may suggest other appropriate processes, such as mediation.

The scope of authority for any decision-making party in the dispute resolution process is limited to review of the facts surrounding the current action, within the limits of the CDHS PMAP program.

VIII. Allocation Process

When achievement pay adjustment funds have been allocated to the department through the annual Long Bill, they will be distributed throughout the department. Once a process has been established, information about the process will be disseminated through the Executive Management Team and by other means to employees.

IX. Individual Achievement Salary Adjustments

- Employees must be notified by June 30 of the final decision as to whether achievement pay adjustments will be given.
- Achievement pay adjustment allocation decisions are made based upon directives issued by the Department of Personnel & Administration and, where discretion is allowed, the CDHS Executive Management Team and Executive Director. Prior to the payment of achievement pay adjustments, the director shall specify and publish a percentage for base and non-base achievement pay according to the available statewide funding.
- Permanent employees are eligible to earn an achievement pay adjustment each year based on the employee's final overall rating.
- All achievement pay adjustments will be a percentage of the employee's salary and will be effective on July 1.
- The entire original, completed evaluation form must be forwarded to the district human resources office to be placed in the employees' official file. A record of the official performance plan, interim evaluation, and final evaluation will be maintained in the CDHS Performance Tracking System described later in this document.
- Decisions regarding pay adjustments for newly hired and transferred employees are as follows and are based on our annual performance cycle of April 1 through March 31.
 - Employees must be employed in the state personnel system on July 1 in order to receive an achievement pay adjustment.
 - Employees who transfer into CDHS from another state department will be treated as though they were employees of CDHS for their current period of employment with the state and will be eligible for an achievement pay adjustment based on the CDHS requirements for pay adjustment eligibility. The employees current department as of July 1 will be responsible for payment of the adjustment.

- Achievement Pay Adjustments will be consistent with State Personnel Board Rules and Director's Procedures or any other special directives issued. Specifically:
 - Employees rated at Level 1 (needs improvement) are not eligible for any achievement pay adjustment. A Level 1 performer may not be reevaluated and will not be eligible for an achievement pay adjustment for the remainder of the year (Rules 3:19).
 - Employees rated at Level 2 are eligible for achievement pay adjustments up to the pay range maximum. If the employee's base pay is at the maximum or above the maximum (saved pay), the employee is ineligible for an achievement salary adjustment.
 - Employees rated at Level 3 are eligible for non-base building achievement pay adjustments, in addition to base building. Any portion of the base building achievement pay adjustment amount that exceeds the maximum of the pay range shall be paid as a one-time lump sum in the July payroll.
 - Base building adjustments are permanent and are paid as regular salary. Non-base adjustments must be re-earned each year.
 - Non-monetary incentives may be given to employees rated at Levels 2 or 3, regardless of their position in the pay range and are not calculated in the total amount of the pay adjustment. Monetary incentives may be given but may only be non-base building awards.
 - Non-base building pay adjustments will be paid in one lump sum payment in July.
 - An employee granted an achievement pay salary adjustment shall not be denied the adjustment because of a corrective or disciplinary action issued for an incident after the close of the previous performance cycle.
 - The Department of Personnel & Administration (DPA) establishes the guidelines for achievement pay adjustments at each level and, when discretionary, the Executive Director determines the amount at each level within DPA parameters.
 - Regardless of performance level, an employee cannot be granted a pay adjustment or combination of pay adjustments greater than the set achievement pay adjustment maximums.
 - Historically and within DPA parameters, the CDHS Executive Management Team has established one specific percentage increase amount at each performance level, rather than establishing ranges of percentages. Should the Executive Management Team decide to set a pay range and distinguish between adjustments for employees rated at the same level, Executive Management Team must first establish minimum criteria for distinguishing performance salary adjustments and have such criteria approved by the DPA. The criteria must describe how these standards reflect the CDHS mission and operational needs and how the requirement for consistent treatment of similarly situated employees is met. Funding source, method of funding, and length of state service shall not be criteria for distinguishing performance salary adjustments.

X. Communication

CDHS remains committed to keeping all department employees continuously informed of the specifics related to the CDHS Performance Management plan.

- We want all employees to be informed on the basics of the plan and the decisions made.
- All employees are encouraged to continue to provide feedback regarding the CDHS Performance Management Plan and its design and implementation.
- CDHS will use every communication vehicle available and appropriate to disseminate current and correct information as quickly as possible. These include, for example:
 - Internet, intranet, web site and e-mail
 -
 - Staff meetings
 - Printed reference materials for employees, supervisors and managers
 - Office contacts (as designated in Office plans)

XI. Accountability

The Performance Management Tracking System is an automated system that supervisors must use to enter individual employee performance planning and evaluation data. The automated system allows input and tracking of performance plans, performance evaluations (interim and final), supervisory compliance and non-compliance with the planning and evaluation criteria, and distribution of the evaluation ratings. Records contained in the system are the official performance planning and evaluation records for CDHS employees. Therefore, CDHS supervisors are obligated to abide by the requirements of the tracking system, including established timeframes. **Performance plans and evaluations are not deemed complete until such time as they are entered and saved in the electronic tracking system.**

The Office of Employment and Regulatory Affairs (ERA) uses this system to generate annual reports that are mandated by statute. In addition, ERA uses this system to identify supervisors who are not in compliance with performance management planning and evaluation requirements. The names of non-complying supervisors are forwarded to the Deputy Executive Director for imposition of sanctions, as described in the Performance Planning and Performance Evaluation sections. Sanctions include, for example, corrective action and disciplinary action, including suspension pursuant to statute.

XII. Training

All department supervisors are required to attend, at a minimum, the CDHS Performance Management Training for Supervisors. Supervisors may participate in this training via live presentation, video conference, or video tape (when available). CDHS will offer supervisory training on an on-going basis and will use the tracking system to identify new supervisors to ensure compliance.

In keeping the commitment to help make performance management successful across the department, several training modules have been developed and delivered to many CDHS employees at all levels throughout the organization. In addition, CDHS has continuously responded to several special requests for services, including assistance in developing performance objectives, facilitation in office planning, and creating performance plans that support the unit, Office, Department, and state missions. Training courses and other assistance will continue to be offered in the future, to the extent possible. Relevant training topics include, for example:

- Performance Management
- Rewards and Incentives
- Solving Employee Performance Problems
- Coaching for Performance
- Art of Superior Facilitation
- Communicating for Results
- Performance Planning
- Rating Performance

XIII. Annual Reporting Requirements

CDHS will comply with all achievement pay reporting requirements and will submit the required information for the department as a whole. As requested, the Executive Director of CDHS will report to the State Personnel Director the following:

- Total dollars appropriated for achievement pay adjustments for the prior fiscal year.
- Total amount of those appropriated dollars pay adjusted to employees for performance.
- Total amount of dollars awarded for each performance category.

Other information, as required by the State Personnel Director, will be reported by specified deadlines.

Overview of the Performance Planning and Evaluation Process

Step 1. Performance Planning

The basic premise in performance management is that an employee must know what is expected of him or her to be a highly effective performer. This is done by the supervisor and the employee collaborating to develop individual performance plans. Individual performance plans, to be most effective, directly stem from Office work plans. A good Office work plan lays out program and project objectives of the Office for the fiscal year. From Office work plans a supervisor can develop Individual Performance Objectives (IPOs) and Team Performance Objectives (TPOs). These objectives should be **SMART**: **S**pecific, **M**easurable, **A**ttainable, **R**esults oriented, and **T**ime bound.

The process for the Performance Planning phase is a meeting between the supervisor and the employee very early in the performance year in which the following occur:

- The mission and goals of the Department and Office are reviewed.
- **The Office goals and objectives (in terms of programs and projects) are discussed.**
- The individual and team performance objectives are stated and discussed.
- The Core Competency areas the employee will be evaluated on are reviewed.

CDHS is using five Core Competencies to evaluate all employees. They are:

- COMMUNICATIONS
- INTERPERSONAL SKILLS
- ACCOUNTABILITY
- CUSTOMER SERVICE
- JOB KNOWLEDGE

CDHS uses two additional competencies for supervisors. They are:

- PERFORMANCE MANAGEMENT (SUPERVISORS ONLY)
- EMPOWERMENT (SUPERVISORS ONLY)

The Core Competency areas are defined and have three to six associated SUB-FACTORS. The purpose of the definition and the SUB-FACTORS is to provide more clarity to both the supervisor and the employee in terms of expectations and specific desired work behaviors. The Sub-Factors are suggestions. You may tailor them to meet your work units needs.

Step 2. Performance Progress Review(s)

There are several reasons for having regular progress reviews. Plans developed at the beginning of a performance year may need to be changed to reflect new priorities. Progress reviews allow new courses of action to quickly get underway, without waiting for the end of the performance cycle. They provide a more balanced view of an employee's performance and can reduce errors that occur by rating only the last part of a performance year. Most importantly, they establish a dialogue that clarifies expectations and builds trust.

Supervisors are required to perform a minimum of one progress review prior to the final evaluation with the employee. The progress review does not involve a formal performance rating. The emphasis is on communication and adapting to the inevitable changes that occur during the year. The review should examine IPOs and any changes in the Office work plan. The progress review meeting is the ideal opportunity to document changes and revise IPOs as necessary.

Step 3: Performance Appraisal

When IPOs and TPOs have been crafted well, the supervisor will be able to more easily measure the level at which an employee has performed in a Core Competency area. We have purposely stayed away from creating the appearance of a mathematical formula for deriving the ratings for specific Core Competency areas. This is because performance indicators vary greatly on several dimensions. The approach we recommend is to collect as

many performance indicators as reasonable and then consider the “**preponderance of evidence**” as to where the employee’s performance falls on the continuum of “Needs Improvement” to “Outstanding”. The sources of data include supervisor judgments, 360-degree feedback, customer survey data, and objective performance data (quality, quantity, timeliness, cost effectiveness, etc.). The PMAP rating scale used is **descriptive**, not numerical.

One of the most important data gathering methods used to reach the final year-end rating of performance is the **pre-appraisal** interview. This is a face-to-face meeting between the employee and supervisor. The employee is asked to bring any information he or she wishes to emphasize regarding the IPOs, TPOs, and the Core Competency areas. The supervisor blends this information with all of the other performance indicators to derive a **preliminary** performance rating. This is then submitted to the reviewer, who is usually the next level supervisor. The reviewer either concurs with the supervisor or they work together to arrive at a **final rating**. Once the final rating has been determined, the supervisor meets with the employee again. The employee may provide a formal written narrative to respond to the rating. The supervisor may also provide a summary of the entire year in the form of a narrative for the employee. Upon conclusion of the meeting, the Performance Management and Pay cover form should be completed, with signatures and dates.

Linking Core Competencies, IPOs/TPOs, and Performance Measures

One of the concerns about PMAP that state employees have voiced frequently is that of “fairness.” Many are concerned that supervisors will not evaluate employee performance objectively and will show favoritism in appraising employee performance and in allocating dollar awards.

PMAP training has addressed the fairness issues in several ways. One mechanism is through the use of IPOs and TPOs. By clearly communicating expectations regarding work quality, quantity, and timeliness to employees with IPOs/TPOs, supervisors should be less subject to charges of unfairness. Another important mechanism is the use of objective performance data and measures. Whenever and wherever feasible, supervisors and employees should work together to identify and use data as a source of information to make performance evaluations more objective.

Supervisors should write IPOs and TPOs on the evaluation forms. The pages are formatted so that supervisors can indicate which Core Competencies are relevant for each IPO/TPO. There is also a line to indicate what sources of performance data are being used to evaluate performance on the IPO/TPO.

If supervisors wish to develop more detailed IPOs/TPOs with breakdowns for specific activities/tasks, they may do so. They will have to develop their own format for doing this and add it as an attachment to this document.

Evaluation Criteria and Measurement Process

Evaluation Criteria is what the employee will be measured on during the performance cycle. The Measurement Process is how the evaluation criteria will be measured. For example, under the Customer Service competency, an evaluation criterion could be “Returns all calls within 24 hours.” The measurement process could be supervisor observation, customer or co-worker feedback, or a customer survey.

Under the Job Knowledge competency, an evaluation criterion could be “Attends excel training by the end of February.” The measurement process could be a certificate of completion or a receipt of attendance for the training.

Please feel free to use the examples of evaluation criteria that have been provided, as well as creating your own. They are located in the boxes below the definition for each competency.

Description of the 3 PMAP Rating Levels

LEVEL 1

This rating level encompasses those employees whose performance does not consistently and independently meet expectations set forth in the performance plan as well as those employees whose performance is clearly unsatisfactory and consistently fails to meet requirements and expectations.

Marginal performance requires substantial monitoring and close supervision to ensure progression toward a level of performance that meets expectations. Although these employees are not currently meeting expectations, they may be progressing satisfactorily toward a level 2 rating and need coaching/direction in order to satisfy the core expectations of the position.

LEVEL 2

This rating level encompasses a range of expected performance. It includes employees who are successfully developing in the job, employees who exhibit competency in work behaviors, skills, and assignments, and accomplished performers who consistently exhibit the desired competencies effectively and independently. These employees are meeting all the expectations, standards, requirements, and objectives on their performance plan and, on occasion, exceed them. This is the employee who reliably performs the job assigned and may even have a documented impact beyond the regular assignments and performance objectives that directly supports the mission of the organization.

LEVEL 3

This rating represents consistently exceptional and documented performance or consistently superior achievement beyond the regular assignment. Employees make exceptional contribution(s) that have a significant and positive impact on the performance of the unit or the organization and may materially advance the mission of the organization. The employee provides a model for excellence and helps others to do their jobs better. Peers, immediate supervision, higher-level management and others can readily recognize such a level of performance.

Employee Information		
Employee Name:	Agency Code:	Employee ID:
Class Title:	Position Number:	Appointing Authority:
Supervisor Name:	Supervisor's Position Number:	Reviewer Name:

Performance Planning			
Employee has been provided a copy of this performance plan <input type="checkbox"/> Yes <input type="checkbox"/> No	Has the PDQ been updated within the last five years? <input type="checkbox"/> Yes <input type="checkbox"/> No	Employee: I <input type="checkbox"/> agree <input type="checkbox"/> disagree with the plan.	
<p>Dispute Resolution Notice: I understand if I wish to dispute my plan/evaluation I must meet with the reviewer (named above) within 3 working days of the date I signed my plan/evaluation. I understand that if I am not satisfied with the results of that meeting, I may continue the dispute. To do that, I must send a written statement detailing my dispute to the Appointing Authority (named above) within 3 working days of the date I receive a decision from the reviewer. By signing below the employee acknowledges receipt of the dispute resolution notice.</p>			
Employee Signature	Date	Supervisor Signature	Date

Interim Evaluation/Progress Review (At least one is required. More may be required by your Office's Plan.)				
	Date	Signatures		Optional Rating Level:
		Employee	Supervisor	
1 st Review				
2 nd Review				
3 rd Review				
Comments:				

Final Evaluation			
The overall performance rating for the cycle year is: <input type="checkbox"/> Level 1 (1.0 – 1.7) <input type="checkbox"/> Level 2 (1.8 – 2.5) <input type="checkbox"/> Level 3 (2.6 – 3.0)			
Level 1: Needs Improvement, Does Not Meet Expectations	Level 2: Proficient, Successful, Occasionally Exceeds Expectations	Level 3: Outstanding, Exceptional, Consistently Exceeds Expectations	
Supervisor Signature:	Date	Reviewer Signature	Date
I have received the performance evaluation and I: <input type="checkbox"/> agree <input type="checkbox"/> disagree			
Employee Signature			Date
Comments:			

CORE COMPETENCY: COMMUNICATION

Definition: Effectively communicates by actively listening and sharing relevant information with co-workers, supervisor(s) and customer/clients so as to anticipate problems and ensure the effectiveness of the department.

- Communicates to provide or exchange information while keeping others informed.
- Listens effectively to others ideas, problems, and suggestions.
- Adapts communication methods to respond to different audiences.
- Works in an open manner, shares information with others to get the job done.
- Responds in a prompt and friendly manner to requests and inquires.
- Is appropriate in all communications with co-workers regardless of race, age, gender, culture, ability, religion or sexual orientation.

Evaluation Criteria:

May use those examples listed above in the box, or you may create your own criteria.

Measurement Process:

How will you measure the above criteria?

Individual / Team Performance Objectives (IPO/TPO)

Priority for this Factor: Communications High Medium Low

Competency Score: Level 1 Level 2 Level 3

CORE COMPETENCY: INTERPERSONAL SKILLS

Definition: Interacts effectively with others to establish and maintain smooth working relations.

- Demonstrates tact and diplomacy when resolving conflicts, addressing concerns directly with the individual(s) involved.
- Approach to conflict resolution is cooperative, creating enhanced teamwork, without hard feelings.
- Treats others with respect, courtesy, tact, and friendliness and actively attempts to be helpful towards others.
- Accepts criticism, is open to new ideas, and handles conflict constructively and diplomatically.
- Makes a special effort to boost employee morale and create a positive work environment.
- Creates and maintains an environment that encourages open communication, mutual trust, inclusion, and one in which employees are listened to regardless of their position in the organization.
- Accepts and respects peers regardless of differing needs for alternate work arrangement policies that include changes in individual work schedules.

Evaluation Criteria:

Measurement Process:

Individual / Team Performance Objectives (IPO/TPO)

Priority for this Factor: Interpersonal Skills High Medium Low

Competency Score: Level 1 Level 2 Level 3

CORE COMPETENCY: CUSTOMER SERVICE

Definition: Works effectively with internal/external customers and clients to satisfy service and product expectations.

- Keeps appointments, call-return commitments, etc.
- Is available to the customer and provides accurate, consistent and honest information.
- Meets customer expectations in a timely manner and delivers what has been promised.
- Anticipates future needs/problems of customers and takes action to meet these needs or solve problems.
- Understands the customer from their point of view. Has a thorough knowledge of the customer's world and is able to anticipate the customer's requests.

Evaluation Criteria:

Measurement Process:

Individual / Team Performance Objectives (IPO/TPO)

Priority for this Factor: Customer Service High Medium Low

Competency Score: Level 1 Level 2 Level 3

CORE COMPETENCY: ACCOUNTABILITY

Definition: Employee's work behavior demonstrates responsible personal and professional conduct, which contributes to the overall goals and missions of the Department. This includes demonstrating skill in the appreciation of occupational knowledge that supports the Department's vision to be the nation's leader in providing human services.

- Provides consistent, timely, high quality work.
- Meets assigned deadlines without additional prompting by supervisor or others.
- When on leave, arrangements are made for "current" work/responsibilities to continue.
- Knows how to keep confidential information confidential.
- Employee completes work well in advance of deadlines so that the supervisor has plenty of time to review documents and make revisions if necessary.
- Assists coworkers in response to fluctuations in workloads for the benefit of the department.

Evaluation Criteria:

Measurement Process:

Individual / Team Performance Objectives (IPO/TPO)

Priority for this Factor: Accountability High Medium Low

Competency Score: Level 1 Level 2 Level 3

CORE COMPETENCY: JOB KNOWLEDGE

Definition: 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.

- Possesses appropriate expertise to perform job at a professional level.
- When on the job, demonstrates thorough knowledge of the job in accordance with occupational and departmental standards.
- Exhibits significant knowledge level in areas of responsibility.
- Takes opportunities to increase knowledge of relevant job skills.
- Demonstrates innovative behaviors at work.
- Displays positive attitude related to development or changes in technology.
- Maintains currency on changes, updates and improvements.
- Works to improve existing processes.
- Takes initiative to participate in departmental training and activities that promote the CDHS Equity Philosophy and Strategy.

Evaluation Criteria:

Measurement Process:

Individual / Team Performance Objectives (IPO/TPO)

Priority for this Factor: Job Knowledge High Medium Low

Competency Score: Level 1 Level 2 Level 3

CORE COMPETENCY: PERFORMANCE MANAGEMENT (Supervisors Only)

Definition: Implementation of performance management for subordinates staff (plans, progress reviews, evaluations, dispute resolution and reward allocations, if applicable).

Planning:

- Prepares subordinates for their planning process in advance of their meeting.
- Prepares specific and concrete work related examples to support their expectations for their subordinates in each competency area.
- Ensures that subordinate objectives are linked to the organization's goals.
- Strives to consistently hire, promote and retain the best employees. Committed to absolute fairness in our employment and human resource practices.

Progress Review:

- Coaches subordinates through the review process by identifying concrete and specific feedback to assist them in completing their individual objectives.

Evaluation Process:

- Facilitates an objective evaluation of subordinates which accurately reflects their performance.
- Provides specific and constructive feedback to assist the employee with their future growth in the organization.
- Ensures records are entered into the Performance Management Tracking System to meet departmental deadlines.
- Holds people accountable for their actions so that we create a work environment that fosters respect, dignity and inclusion.

Dispute Resolution:

- Discusses disputed issues related to the subordinate's performance evaluation in a fair and professional manner.
- Facilitates dispute resolution discussions using problem-solving skills that will preserve the working relationship with their employee.

Evaluation Criteria:

Measurement Process:

Individual / Team Performance Objectives (IPO/TPO)

Priority for this Factor: Performance Management

High Medium Low

Competency Score: Level 1

Level 2

Level 3

CORE COMPETENCY: EMPOWERMENT (Supervisors Only)

Definition: Encourage an environment, which provides the means and opportunity through open, continuous and effective communication for a person to utilize their individual strengths, ideas and talents. Make resources available for self-actualization by supporting development of leadership, ownership, responsibility and pride in their professional growth and development.

- Focuses on employee growth through counseling/discussion and professional development opportunities.
- Gives authority to employees to make decisions that will resolve customer issues at the lowest level possible.
- Encourages teamwork to problem solve difficult issues.
- Holds employees accountable to review, evaluate and recommend improvements in their job processes and/or procedures and takes action to implement improvements.
- Gives authority for innovation by creating a safe environment for risk taking.
- Delegates responsibility and authority to act as appropriate.
- Gives Credit for individual contributions.
- Supplies resources necessary for employees to do their jobs.
- Keeps everyone informed of what is going on.
- Strives to accommodate the differing needs of individuals as they balance work and personal life situations.
- Actively uses teams that reflect diverse skills and backgrounds to solve organizational problems.

Evaluation Criteria:

Measurement Process:

Individual / Team Performance Objectives (IPO/TPO)

Priority for this Factor: Empowerment High Medium Low

Competency Score: Level 1 Level 2 Level 3

End Of Performance Year Narrative Section (Optional)

Supervisor Signature: _____

Date: _____

Employee Comments Section

Employee Signature: _____

Date: _____